



***State of Tennessee  
Department of Education  
English as a Second  
Language (ESL)  
Curriculum  
Standards***



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<b><u>Table of Contents</u></b>	
<b><u>Topic</u></b>	<b><u>page number</u></b>
➤ Preface	3
➤ Acknowledgements	4
➤ Organization of the ESL Curriculum Guide	6
➤ Proficiency Levels	9
➤ Goals	10
➤ Kindergarten ESL Standards	11
➤ First Grade ESL Standards	73
➤ Second Grade ESL Standards	144
➤ Third Grade ESL Standards	198
➤ Fourth Grade ESL Standards	254
➤ Fifth Grade ESL Standards	320
➤ Sixth Grade ESL Standards	368
➤ Seventh - Eighth Grade ESL Standards	395
➤ High School-	
➤ ESL I	432
➤ ESL II	438
➤ ESL III	445
➤ ESL IV	453
➤ ESL V	460

## **Preface**

Tennessee Rules and Regulations require that students whose first language is other than English and who are limited in their English language proficiency be provided with a specially designed alternative language program. [Rule 0520-1-3-.056. a. 1 and 2 ii.] In Tennessee, this specially designed language program is English as a Second Language (ESL). ESL programs must be delivered by an endorsed ESL teacher using the ESL Curriculum Standards. The ESL Curriculum Standards contain grade level English language proficiency standards that specify what English Language Learners (ELL) should know and be able to do in English. It also addresses the language support necessary to enable the ELL to access the grade level math curriculum. These standards provide a bridge for ELL students to the academic content curriculum.

In addition, among the requirements of the No Child Left Behind Act of 2001 (NCLB) for services to English Language Learners is the specific mandate to establish English language proficiency standards. The specific subsection containing this requirement is provided below:

“Section 3113: State and Specially Qualified Agency Plans. (a) Plan Required.—Each State educational agency and specially qualified agency desiring a grant under this subpart shall submit a plan to the Secretary at such time, in such manner, and containing such information as the Secretary may require.

(b) Contents.—Each plan submitted under subsection (a) shall- (1) describe the process that the agency will use in making sub-grants to eligible entities under section 3114(d)(1); (2) describe how the agency will establish standards and objectives for raising the level of English proficiency that are derived from the four recognized domains of speaking, listening, reading, and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement standards described in section 1111(b)(1)”

The state assembled a diverse committee of practitioners from across the state representing large and small, urban and rural school districts. These practitioners drafted the ESL curriculum by determining the specific English language proficiency standards expected of ELLs at every grade level. These standards are referred to as English Language Development (ELD) standards.

The resulting draft was disseminated by conventional and electronic means for public review. Revisions were made based on this input. The state will administer a specially developed English language proficiency test which is aligned to these ELD standards in Spring 2005.

## **Acknowledgements**

The State of Tennessee Department of Education gratefully acknowledges the cooperation and assistance received from individuals and groups throughout the State in this current development process. Without such cooperation, the Tennessee ESL Curriculum Standards would not have been possible. We wish to express a special thanks to:

- The Division of Teaching and Learning for providing the leadership and guidance to develop these documents. The Office of Federal Programs also contributed to the completion of this task.
- Support staff in Federal Programs who, in addition to their on-going responsibilities, assisted in the formatting and layout of the revised documents,
- The many local educators, parents, and business people who participated in the review process by providing feedback to draft documents.
- Faculty from the institutions of higher education who advised the staff and assisted in the revision of the curriculum.
- The State Board of Education for guidance in the development of the documents.

Special appreciation goes to the following list of ESL Curriculum Standards Committee participants who gave several weeks of their valuable time over the summer of 2004 to develop the initial draft document. Their commitment to the success of our ELL students is to be commended.

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## **Organization of the ESL Curriculum**

The standards are based on four modalities of English: listening, speaking, reading, and writing, and the language of mathematics. Each section is listed by grade level and the numbering relates to the standard, modality, and content. The first number is the grade level, followed by the modality, and then the content standard in order. For example, K.L.1 is **Kindergarten: Listening: Standard 1**. Each grade level curriculum is structured in this consistent format.

### **Reading/ Language Arts**

The modalities contain the following strands:

➤ **Listening**

- ◆ Vocabulary
- ◆ Comprehension

➤ **Speaking**

- ◆ Pronunciation
- ◆ Vocabulary
- ◆ Grammar/Structure
- ◆ Discourse

➤ **Reading**

- ◆ Print Concepts
- ◆ Phonemic Awareness, Decoding, and Word Recognition
- ◆ Vocabulary
- ◆ Comprehension

➤ **Writing**

- ◆ Writing from Dictation
- ◆ Grammar
- ◆ Spelling
- ◆ Punctuation and Capitalization
- ◆ Editing
- ◆ Sentences and Paragraphs

## English as a Second Language (ESL) Curriculum Standards

The individual grade levels represented are Kindergarten, first grade, second grade, third grade, fourth grade, fifth grade, sixth grade, a seventh-eighth grade combination, and a ninth-twelfth grade high school cluster.

The high school cluster differs from the Kindergarten through eighth grade curricula in that it is based on proficiency and course design, rather than grade level specifically. In high school, an English Language Learner (ELL) is assigned to a course based on proficiency in English, not on grade level designation. An older student entering with very limited proficiency in English would need ESL I coursework. For this reason, the Beginner designation correlates with an ESL I course curriculum, and the High Beginner with ESL II. Intermediate and High Intermediate correspond to ESL elective coursework, for more advanced support in English. It is recommended that the English Language Learner achieve intermediate level proficiency before taking a regular high school English course.

The Advanced level is based on standards necessary for success without ESL support. When an ELL reaches the Advanced level in the ESL Curriculum, grade level achievement is possible either independently or with limited support.

The aim of ESL services is for all ELLs to become proficient in English and achieve to high state standards. Higher education will be attainable for ELLs who have exited from ESL services.

## **Mathematics**

The language of **mathematics** is also addressed in the ESL Curriculum Standards. Math content concepts are not required to be taught by ESL teachers, but language supporting the math content is included in the ESL curriculum. For this reason, the math curriculum is identical across grade levels. ESL teachers are expected to assist ELLs based on the demands of their grade level placement. The standard for mathematics in the ESL framework is:

**The students will enhance their specialized vocabulary by using the terminology of mathematics in English.**

- **Numbers and Operations**
  - ◆ Function Words ( add, subtract, multiply, and divide)
  - ◆ Numbers (i.e. cardinal, ordinal, and counting).
- **Algebra**
  - ◆ Patterns
  - ◆ Sorting
- **Geometry**
  - ◆ Shapes
  - ◆ Positions & Directions
- **Measurement**
  - ◆ Time
  - ◆ Calendar
  - ◆ Money
  - ◆ Height & Weight
  - ◆ Temperature
  - ◆ Metric
- **Data Analysis**
  - ◆ Graphs
  - ◆ Charts
  - ◆ Parts of a Table



## Proficiency Levels

English language proficiency is a developmental process. For the basis of determining curriculum for ELLs, the following descriptors for the ability of each designation are provided:

**Beginner:** Students at beginner proficiency have virtually no functional ability in listening, speaking, reading, and writing English. They are often new arrivals. Beginner level students may go through a “silent period” as a stage of normal second language acquisition development. These are initial literacy skills.

**High Beginner:** Students at high beginner proficiency are beginning to understand language and use it in a limited capacity. Typically, they memorize words and phrases and can comprehend and utilize language that they have been taught. The curriculum focuses on applying literacy skills to the development of new knowledge. In second language acquisition, social language usually precedes academic language development.

**Intermediate:** Students at intermediate proficiency are able to understand most oral language pertaining to familiar topics but have difficulty comprehending and using academic vocabulary. Their speech and writing are basic and contain frequent errors. Social language ability can be misinterpreted for more advanced ability in academic English. Grade level academic content skills are still in development. The curricular focus is on advancing applications of literacy skills for the development of new knowledge.

**High Intermediate:** Students at high intermediate proficiency are able to function well in most everyday situations but still require academic language support. They may have difficulty understanding text beyond the literal level. They often make errors in structure and idiomatic language. The curricular focus is on more advanced applications of literacy skills.

**Advanced:** Students at the advanced level of proficiency can handle most personal, social and academic language. Idioms and structure are frequently still problematic. Complicated literary and academic texts may require use of a dictionary when the language and context are unfamiliar. The ESL curricular focus is based on literacy skills necessary for success in a grade level classroom.

**Please note:** Language proficiency in listening, speaking, reading, and writing develops at different rates. Therefore, there are frequently different levels of proficiency across the different skills.

## Goals

There are three goals for the Tennessee English as a Second Language (ESL) Curriculum. The three goals of the ESL Curriculum are related to the four language skills and define the major program outcomes. They apply to all limited English proficient students K-12. They are:

### **Goal 1: To use English to communicate in social settings.**

Students will use English to participate in social interactions. Students will interact in, through, and with spoken and written English for personal expression and enjoyment. Students will use learning strategies to extend their communicative competence.

### **Goal 2: To use English to achieve academically in all content areas.**

Students will use English to interact in the classroom. Students will use English to obtain, process, construct, and communicate subject matter information in spoken and written form. Students will use appropriate learning strategies to construct and apply academic knowledge.

### **Goal 3: To use English in socially and culturally appropriate ways in multicultural and diverse settings.**

Students will choose language variety and genre according to audience, purpose, and setting. Students will vary non-verbal communication according to audience, purpose, and setting. Students will use appropriate learning strategies to extend their communicative competence.

Under these goals, there are a series of objectives at each grade or grade cluster for each of the 5 levels of proficiency. These objectives are observable and measurable learning targets which contribute to the attainment of the broader goal. They reflect the academic language required at each grade and coincide with the cognitive level of the student. The objectives at the Advanced level reflect what students are expected to know and be able to do in English language arts at each specific grade and are linked directly to the English/ Language Arts Curriculum Standards.

**Kindergarten**

**Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

**Beginner:**

Listening

- K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)
- K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)
- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- K.L.7 Demonstrate understanding of simple oral sentences
- K.L.8 Answer literal or inferential oral comprehension questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers.
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

Speaking

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

## English as a Second Language (ESL) Curriculum Standards

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

K.S.6 Recite a minimum of three nursery rhymes.

K.S.7 Recall three events in order, using picture clues.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

K.S.14 Recite alphabet

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

K.S.16 Associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

## English as a Second Language (ESL) Curriculum Standards

- K.S.20 Distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.
- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
- K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

### Reading

- K.R.1 Understand that print has meaning.
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.R.5 Orally blend separate sounds to form simple words.

## English as a Second Language (ESL) Curriculum Standards

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.R.7 Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.R.11 Associate alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

## English as a Second Language (ESL) Curriculum Standards

### Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

a. Skill is negligible or nonexistent.

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

a. Skill is negligible or nonexistent.

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

a. Skill is negligible or nonexistent.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

a. Imitate model following simple oral directions.

## English as a Second Language (ESL) Curriculum Standards

- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- a. Begin to learn simple comparative terms (big/ bigger).
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- a. Begin to learn meaning of spatial prepositions through modeling of realia.
- K.L.7 Demonstrate understanding of simple oral sentences
- a. Begin to learn individual words used in describing pictures (girl, bike, boy, tree, dog, riding, running, and so forth).
- K.L.8 Answer literal or inferential oral comprehension questions.
- a. Skill is negligible or nonexistent.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- a. Begin to learn basic vocabulary such as, “please, thank you, may I, hello, goodbye” through modeling.
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- a. Begin to learn basic vocabulary related to classroom directions, through modeling.
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).
- a. Begin to learn basic vocabulary related to content areas, through use of manipulatives.
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).
- a. Begin to learn basic vocabulary related to sequencing, through the use of pictures.

### Speaking Accomplishments

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- a. Skill in English is negligible or nonexistent.
  - b. Begin to learn meaning of basic words used to question them. (e.g., What is your name?)
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- a. Build receptive color vocabulary through use of manipulatives.
  - b. Begin to communicate with gestures (pointing to the correct color).



## English as a Second Language (ESL) Curriculum Standards

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

- a. Begin to learn meaning of basic words.
- b. Build receptive vocabulary through use of pictures and/or own body.
- c. Begin to communicate with gestures (pointing to the correct body part).

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

- a. Begin to learn meaning of basic words.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

- A. Begin to learn meaning of basic words.
- b. Build receptive vocabulary through use of pictures.
- c. Begin to communicate by pointing.

K.S.6 Recite a minimum of three nursery rhymes.

- a. Listen to and imitate teacher.

K.S.7 Recall three events in order, using picture clues.

- a. Begin to listen to and imitate teacher relating events using pictures or actions.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

- a. Begin to listen to and imitate teacher relating events using pictures or actions.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

- a. Begin to listen to and imitate teacher relating events using pictures or realia.

K.S.10 Name opposite of word given.

- a. Begin to listen to and imitate teacher using pictures or actions.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Skill is negligible or nonexistent.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Skill is negligible or nonexistent.

K.S.13 Recite days of the week in order.

- a. Skill is negligible or nonexistent.
- b. Build receptive vocabulary through daily calendar activities and music.
- c. Begin to imitate words without understanding their meaning.

## English as a Second Language (ESL) Curriculum Standards

K.S.14 Recite alphabet.

- a. Skill is negligible or nonexistent.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Skill is negligible or nonexistent

K.S.16 Associate alphabet letters with their representative sounds.

- a. Skill is negligible or nonexistent

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Skill is negligible or nonexistent.
- b. Awareness of sounds is introduced and developed through use of manipulatives.

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Skill is negligible or nonexistent.

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Skill is negligible or nonexistent.

K.S.20 Distinguish letters from words, in printed form.

- a. Skill is negligible or nonexistent.

K.S.21 Orally distinguish letters from words.

- a. Skill is negligible or nonexistent.

K.S.22 Recognize and produce rhyming words.

- a. Skill is negligible or nonexistent.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Skill is negligible or nonexistent.
- b. Awareness of sounds is introduced and developed through use of manipulatives.

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Skill is negligible or nonexistent.
- b. Awareness of sounds is introduced and developed through use of manipulatives.

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

- a. Skill is negligible or nonexistent

## English as a Second Language (ESL) Curriculum Standards

- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- Imitate model giving simple oral directions.
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- Skill is negligible or nonexistent.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- Participate nonverbally by imitating other participants.
- K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.
- Skill is negligible or nonexistent.
  - Awareness of vocabulary is introduced and developed through use of manipulatives and modeling (TPR).\*
- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
- Skill is negligible or nonexistent.
  - Awareness of terms is introduced and developed through use of manipulatives.
- K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)
- Communicate with gestures and actions.
  - Build receptive vocabulary through imitation.

### Reading Accomplishments

- K.R.1 Understand that print has meaning.
- Skill is negligible or nonexistent.
  - Begin to build concept through direct teacher instruction and modeling.
  - Expand exposure to various types of print, following teacher lead.
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- Skill is negligible or nonexistent.
  - Begin to build concept through direct teacher instruction and modeling.
  - Expand exposure to books.
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- Skill is negligible or nonexistent

## English as a Second Language (ESL) Curriculum Standards

- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- Skill is negligible or nonexistent.
  - Awareness of sounds is introduced and developed through use of manipulatives.
- K.R.5 Orally blend separate sounds to form simple words.
- Skill is negligible or nonexistent.
- K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- Skill is negligible or nonexistent.
- K.R.7 Orally distinguish letters from words.
- Skill is negligible or nonexistent.
- K.R.8 Recognize and produce rhyming words
- Skill is negligible or nonexistent.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Skill is negligible or nonexistent.
  - Awareness of sounds is introduced and developed through use of manipulatives.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house)
- Skill is negligible or nonexistent.
  - Awareness of sounds is introduced and developed through use of manipulatives.
- K.R.11 Associate alphabet letters with their representative sounds.
- Skill is negligible or nonexistent.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- Skill is negligible or nonexistent.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- Awareness of sound-letter association is introduced and developed through exposure.
- K.R.14 Understand that as letters of words change so do the sounds.
- Awareness of sound-letter association is introduced and developed through exposure.

## English as a Second Language (ESL) Curriculum Standards

- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- a. Awareness of sound-letter association is introduced and developed through exposure.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- a. Awareness of sound-letter association is introduced and developed through exposure.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- a. Skill is introduced and developed through use of various texts, music, drama, and manipulatives.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).
- a. Skills are introduced and developed through use of various texts, music, drama, and manipulatives.
- K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.
- a. Skills are introduced and developed through use of various texts, music, drama, and manipulatives.
- K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).
- a. Skills are introduced and developed through use of various texts, music, drama, and manipulatives.

### Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

- K.W.1 Write first and last names.
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

## English as a Second Language (ESL) Curriculum Standards

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.

### Mathematics Accomplishments.

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time

## English as a Second Language (ESL) Curriculum Standards

- b. Calendar
  - c. Money
  - d. Height & Weight
  - e. Temperature
  - f. Metric
- Data Analysis
- a. Graphs
  - b. Charts
  - c. Parts of a Table

### **High Beginner:**

#### Listening

- K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)
- K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)
- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- K.L.7 Demonstrate understanding of simple oral sentences
- K.L.8 Answer literal or inferential oral comprehension questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

#### Speaking

## English as a Second Language (ESL) Curriculum Standards

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother's name, father's name).
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, "What is this?") basic body parts.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, "What is this?") body parts.
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).
- K.S.6 Recite a minimum of three nursery rhymes.
- K.S.7 Recall three events in order, using picture clues.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.
- K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)
- K.S.10 Name opposite of word given.
- K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments
- K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.
- K.S.13 Recite days of the week in order.
- K.S.14 Recite alphabet.
- K.S.15 Recognize and name all upper and lowercase letters of the alphabet
- K.S.16 Associate alphabet letters with their representative sounds.
- K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).



## English as a Second Language (ESL) Curriculum Standards

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.S.20 Distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

K.S.22 Recognize and produce rhyming words.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

### Reading

K.R.1 Understand that print has meaning.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

## English as a Second Language (ESL) Curriculum Standards

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.R.5 Orally blend separate sounds to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.R.7 Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.R.11 Associate alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

## English as a Second Language (ESL) Curriculum Standards

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

### Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

a. Begin to point to common objects (or their pictures).

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

a. Must often be reminded to listen attentively.

## English as a Second Language (ESL) Curriculum Standards

- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.  
a. Must often be reminded to listen and respond.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).  
a. Occasionally follow simple oral directions without model.
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives  
a. Demonstrate understanding of simple comparative adjectives (bigger, smaller, taller, etc.) by pointing as asked
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).  
a. Begin to demonstrate understanding by positioning objects according to oral commands (e.g., “Put the book on the table.”).
- K.L.7 Demonstrate understanding of simple oral sentences  
a. Point to picture described orally in sentence form by teacher using simple sentence structure (simple subject and predicate: The boy is running.)
- K.L.8 Answer literal or inferential oral comprehension questions.  
a. Begin to demonstrate comprehension by answering simple questions of a literal nature.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies).  
a. Use vocabulary from Beginner level, but may still need frequent reminders.
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).  
a. Exhibit greater understanding of classroom directions (e.g., schedules, homework assignments), with less modeling.
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).  
a. Exhibit greater understanding of content area vocabulary through use of manipulatives
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).  
a. Occasionally demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

### Speaking Accomplishments

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).  
a. Give first name in fall; middle and last names in spring.

## English as a Second Language (ESL) Curriculum Standards

- b. In fall, is begin to work on other personal data.
  - c. In spring, know most of personal data, but not necessarily all.
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- a. Identify eight basic colors (red, blue, yellow, green, orange, purple, black), with occasional errors.
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- a. Point to grade appropriate body parts when directed.
  - b. Not yet name the parts.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.
- a. Begin to build receptive vocabulary through use of pictures and/or own body.
  - b. Begin to communicate with gestures (pointing to the correct body part).
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).
- a. Identify circle, square, and triangle, with few errors.
- K.S.6 Recite a minimum of three nursery rhymes.
- a. Imitate with greater accuracy; may have several errors in recitation.
- K.S.7 Recall three events in order, using picture clues.
- a. Describe events pictured.
  - b. Not yet sequence them.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.
- a. Describe events pictured.
  - b. Not yet sequence them.
- K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)
- a. Match and name pictures.
  - b. Not yet describe relationships between them.
  - c. Use gestures to communicate (e.g., brushing hair, etc.).
- K.S.10 Name opposite of word given.
- a. Match some opposites with use of pictures.
  - b. Begin to give opposite when requested, particularly those accompanied by action (up/down; in/out; on/off).

## English as a Second Language (ESL) Curriculum Standards

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Begin to intelligibly pronounce basic vocabulary words that have been practiced in class.
- b. Still need frequent modeling and often make errors.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Seldom speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic

K.S.13 Recite days of the week in order.

- a. Recite days of the week.
- b. May make frequent errors.

K.S.14 Recite alphabet

- a. Sing alphabet song.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Recognize and name a few upper and lowercase letters of the alphabet.

K.S.16 Associate alphabet letters with their representative sounds.

- a. Seldom associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Begin to understand that words are made up of one or more syllables (i.e., students can clap syllables in words following teacher's lead).

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Skill is negligible or nonexistent.

K.S.19 Use "sound-stretching" of one-syllable words to identify each phoneme (Given "cat" as prompt, student says /k/ /a/ /t/.)

- a. Seldom use "sound-stretching" of one-syllable words to identify each phoneme.

K.S.20 Distinguish letters from words, in printed form.

- a. Seldom distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

- a. Occasionally distinguish letters from words.

## English as a Second Language (ESL) Curriculum Standards

- K.S.22 Recognize and produce rhyming words.
- Seldom be able to recognize and produce rhyming words.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Begin to recognize that two given words have or do not have the same beginning sounds.
  - Rely heavily on picture clues and/or realia.
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- Begin to recognize that two given words have or do not have the same ending sounds.
  - Rely heavily on picture clues and/or realia.
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- Must often be reminded to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.)
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- Occasionally give simple oral directions without model.
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- Begin to participate in group discussions.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- Dramatize with teacher direction and participate in simple retelling of text with picture aids.
- K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.
- Begin to demonstrate understanding of action words by performing the action or by pointing to correct picture. May or may not verbalize the action word.
- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
- Point to picture described by teacher using spatial prepositions. (“Show me the picture with the ball on the table.”)
- K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)
- Communicate wants and needs in a basic manner.

## English as a Second Language (ESL) Curriculum Standards

- b. Still lack accuracy in sentence structure, but get the message across.

### Reading Accomplishments

- K.R.1 Understand that print has meaning.
  - a. Associate environmental print (e.g., picture signs, logos, etc.) with meaning.
  - b. May or may not yet associate book print with meaning.
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
  - a. Point to illustrations and/or print.
  - b. Identify front and back of book.
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
  - a. Begin to recognize and name upper and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
  - a. Begin to understand that words are made up of one or more syllables (i.e., students can clap syllables in words following teacher's lead)
- K.R.5 Orally blend separate sounds to form simple words.
  - a. Seldom blend separate phonemes to form simple words.
- K.R.6 Use "sound-stretching" of one-syllable words to identify each phoneme (Given "cat" as prompt, student says /k/ /a/ /t/.)
  - a. Seldom use "sound-stretching" of one-syllable words to identify each phoneme.
- K.R.7 Orally distinguish letters from words.
  - a. Orally distinguish letters from words.
- K.R.8 Recognize and produce rhyming words
  - a. Seldom able to recognize and produce rhyming words.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - a. Begin to recognize that two given words have or do not have the same beginning sounds.
  - b. Rely heavily on picture clues and/or realia.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
  - a. May begin to recognize that two given words have or do not have the same ending sounds.
  - b. Rely heavily on picture clues and/or realia.



## English as a Second Language (ESL) Curriculum Standards

- K.R.11 Associate alphabet letters with their representative sounds.
- a. Begin to associate alphabet letters with their representative sounds.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- a. Begin to recognize and name upper and lowercase letters of the alphabet.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- a. Exhibit understanding as year progresses.
- K.R.14 Understand that as letters of words change so do the sounds.
- a. Exhibit understanding as year progresses.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- a. Repeat modeled reading at times.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- a. Imitate fluent reading at times.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- a. Begin to participate, but may often need be reminded to listen and respond.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).
- a. Occasionally exhibit some pre-reading strategies.
- K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.
- a. Occasionally exhibit understanding when asked literal questions about the story.
  - b. May participate in discussion if prompted.
- K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).
- a. Occasionally exhibit understanding when asked literal questions about the story.
  - b. May participate in discussion if prompted.

## English as a Second Language (ESL) Curriculum Standards

- c. Begin to self-select various genre.

### Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.
- b. Write first name, not necessarily legibly.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

- a. Progress according to exposure in class, prior experience with reading and writing materials, and developmental ability.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.
- b. Represent spoken language with illustrations and symbols or lines.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

## English as a Second Language (ESL) Curriculum Standards

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## **Intermediate:**

### Listening

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

K.L.7 Demonstrate understanding of simple oral sentences

K.L.8 Answer literal or inferential oral comprehension questions.

K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies).

K.L.10 Understand classroom directions (e.g., schedules, homework assignments).

## English as a Second Language (ESL) Curriculum Standards

K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).

K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

### Speaking

K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).

K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)

K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

K.S.6 Recite a minimum of three nursery rhymes.

K.S.7 Recall three events in order, using picture clues.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

K.S.14 Recite alphabet.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

## English as a Second Language (ESL) Curriculum Standards

- K.S.16 Associate alphabet letters with their representative sounds.
- K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).
- K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- K.S.20 Distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.
- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
- K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

## English as a Second Language (ESL) Curriculum Standards

### Reading

- K.R.1 Understand that print has meaning.
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.R.5 Orally blend separate sounds to form simple words.
- K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- K.R.7 Orally distinguish letters from words.
- K.R.8 Recognize and produce rhyming words
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- K.R.11 Associate alphabet letters with their representative sounds.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- K.R.14 Understand that as letters of words change so do the sounds.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text,

## English as a Second Language (ESL) Curriculum Standards

distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

### Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## English as a Second Language (ESL) Curriculum Standards

### Listening Accomplishments

- K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)
- a. Point to many common objects (or their pictures).
- K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)
- a. Frequently listen attentively without being reminded.
- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.
- a. Frequently listen and respond without being reminded.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).
- a. Frequently follow simple oral directions without model
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- a. Demonstrate understanding of comparative and superlative forms by simple statement.
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- a. Frequently demonstrate understanding of spatial prepositions by positioning objects according to oral commands.
- K.L.7 Demonstrate understanding of simple oral sentences
- a. Point to correct picture when teacher uses more complex sentence structure (subject/verb/phrase: The boy is running with his dog.)
- K.L.8 Answer literal or inferential oral comprehension questions.
- a. Demonstrate comprehension by answering simple questions of a literal nature.
  - b. May or may not be successful with inferential questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- a. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies), with occasional reminders.
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- a. Understand classroom directions (e.g., schedules, homework assignments), with occasional explanation.
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).
- a. Frequently exhibit understanding of content area vocabulary



## English as a Second Language (ESL) Curriculum Standards

- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).
- a. Frequently demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

### Speaking Accomplishments

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- a. Recite personal information except address and phone number.
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- a. Identify basic colors except for gray and pink (red, blue, yellow, green, orange, purple, black, brown, white), with few errors.
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- a. Point to basic body parts, with occasional errors.
  - b. Begin to name those parts, but may need assistance.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.
- a. Point to body parts when directed.
  - b. Not yet name the parts.
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).
- a. Identify circle, square, and triangle, with few errors. Sometimes identify rectangle, diamond, and oval.
- K.S.6 Recite a minimum of three nursery rhymes.
- a. Recite three nursery rhymes, still with errors.
- K.S.7 Recall three events in order, using picture clues.
- a. Place events pictured in sequence.
  - b. Not yet use complete sentences to describe.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.
- a. Pace events pictured in sequence.
  - b. Not yet use complete sentences to describe.
- K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)
- a. Match pictures.
  - b. Begin to describe relationships between them.

## English as a Second Language (ESL) Curriculum Standards

- c. May or not use complete sentences.
- K.S.10 Name opposite of word given.
- a. Easily match opposite picture sets.
  - b. Tell opposite when requested.
  - c. Recall both items of some sets without verbal prompt of first item.
- K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments
- a. Intelligibly pronounce basic vocabulary words that have been practiced in class.
  - b. Still make errors in vocabulary not frequently encountered.
- K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.
- a. Occasionally speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic.
- K.S.13 Recite days of the week in order.
- a. Recite days of the week with occasional error.
  - b. Begin to associate words with the calendar.
- K.S.14 Recite alphabet.
- a. Sing alphabet song.
  - b. Begin to recite alphabet, but still makes errors.
- K.S.15 Recognize and name all upper and lowercase letters of the alphabet
- a. Recognize and name about half of the upper and lowercase letters of the alphabet.
- K.S.16 Associate alphabet letters with their representative sounds.
- a. Sometimes associate alphabet letters with their representative sounds.
- K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- a. Develop understanding that words are made up of one or more syllables (i.e., students can clap syllables in words, but still require frequent teacher assistance).
- K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).
- a. Begin to orally blend separate phonemes to form simple words, with prompt.
- K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

## English as a Second Language (ESL) Curriculum Standards

- a. Occasionally use “sound-stretching” of one-syllable words to identify each phoneme.
- K.S.20 Distinguish letters from words, in printed form.
- a. Occasionally distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- a. Distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- a. Recognize rhyming words when pictures are provided.
  - b. Begin to produce pairs of single-syllable words that rhyme.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- a. Categorize pictures according to their beginning sounds.
- K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- a. Begin to recognize that two given words have or do not have the same ending sounds.
  - b. Still rely heavily on picture clues and/or realia.
- K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).
- a. Occasionally use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.)
- K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).
- a. Frequently give simple oral directions without model.
- K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.
- a. Frequently participate in group discussions.
- K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).
- a. Dramatize and participate in simple retelling of text with less reliance on picture aids.
  - b. Dramatization will be less dependent on teacher direction.
- K.S. 29 Demonstrate understanding of action words chosen and taught by teacher.
- a. Demonstrate frequent understanding of action words by correctly telling the action, but not in complete sentences (e.g., “What is the girl doing?” “Climbing”).

## English as a Second Language (ESL) Curriculum Standards

- K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.
- Place object in correct position when directed. (Put the ball on the table.)
  - Demonstrate understanding of spatial prepositions through drawings. (Draw a table. Put a ball on it.)
- K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)
- Communicate most wants and needs with little difficulty.

### Reading Accomplishments

- K.R.1 Understand that print has meaning.
- Associate environmental print (e.g., picture signs, logos, etc.) with meaning.
  - Associate book print with meaning at a beginning level (may hold book upside down, for example).
- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
- Identify author as person who wrote the book. Identify illustrator as person who made the pictures.
  - Point to title.
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- Recognize and name approximately half of the upper- and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- Develop understanding that words are made up of one or more syllables (i.e., students can clap syllables in words, but still require frequent teacher assistance).
- K.R.5 Orally blend separate sounds to form simple words.
- Begin to orally blend separate phonemes to form simple words.
- K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- Begin to use “sound-stretching” of one-syllable words to identify each phoneme.
- K.R.7 Orally distinguish letters from words.
- Orally distinguish letters from words.

## English as a Second Language (ESL) Curriculum Standards

- K.R.8 Recognize and produce rhyming words
- Recognize rhyming words when pictures are provided.
  - Begin to produce pairs of single-syllable words that rhyme.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Categorize pictures according to their beginning sounds.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- Begin to recognize that two given words have or do not have the same ending sounds.
  - Still rely heavily on picture clues and/or realia.
- K.R.11 Associate alphabet letters with their representative sounds.
- Associate some alphabet letters with their representative sounds.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- Recognize and name some upper- and lowercase letters of the alphabet.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- Build on prior knowledge of alphabet and sound.
  - Grow in understanding of the concept.
- K.R.14 Understand that as letters of words change so do the sounds.
- Build on prior knowledge of alphabet and sound.
  - Grow in understanding of the concept.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- Repeat modeled reading.
  - Begin to recognize high-frequency words and use letter-sound correspondences.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- Imitate fluent reading.
  - Begin to recognize high-frequency words and use letter-sound correspondences.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- Frequently listen and respond without being reminded.
  - Participate more readily without reminder.

## English as a Second Language (ESL) Curriculum Standards

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

- a. Exhibit progress in using pre-reading strategies.

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

- a. Show progress in exhibiting understanding of text.
- b. Participate more often without being prompted.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

- a. Show progress in exhibiting understanding of text.
- b. Participate more often without being prompted.
- c. Self-select various genre, depending on interest.

### Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

- a. Write first name legibly (according to grade-level standards), and is working on last name.

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

## English as a Second Language (ESL) Curriculum Standards

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

- a. Progress according to exposure in class, prior experience with reading and writing materials, and developmental ability.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Progress according to exposure in class to literature and writing materials, prior experiences, and small muscle development.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Intermediate:**

#### Listening

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

## English as a Second Language (ESL) Curriculum Standards

- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- K.L.7 Demonstrate understanding of simple oral sentences
- K.L.8 Answer literal or inferential oral comprehension questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

### Speaking

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).
- K.S.6 Recite a minimum of three nursery rhymes.
- K.S.7 Recall three events in order, using picture clues.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.



## English as a Second Language (ESL) Curriculum Standards

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

K.S.10 Name opposite of word given.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

K.S.14 Recite alphabet.

K.S.15 Recognize and name all upper and lowercase letters of the alphabet

K.S.16 Associate alphabet letters with their representative sounds.

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.S.20 Distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

K.S.22 Recognize and produce rhyming words.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

## English as a Second Language (ESL) Curriculum Standards

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

K.S.29 Demonstrate understanding of action words chosen and taught by teacher.

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

### Reading

K.R.1 Understand that print has meaning.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

#### *PHONEMIC AWARENESS*

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.R.5 Orally blend separate sounds to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.R.7 Orally distinguish letters from words.

K.R.8 Recognize and produce rhyming words

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.R.11 Associate alphabet letters with their representative sounds.

## English as a Second Language (ESL) Curriculum Standards

- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- K.R.14 Understand that as letters of words change so do the sounds.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).
- K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.
- K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

### Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

- K.W.1 Write first and last names.
- K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

## English as a Second Language (ESL) Curriculum Standards

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

a. Point to most common objects (or their pictures).

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

a. Generally listen attentively to speaker without being reminded.

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

a. Generally listen and respond without being reminded.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

a. Generally follow simple oral directions without model.

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

a. Demonstrate understanding of simple comparative and superlative adjectives (e.g., big/bigger/biggest; slow/slower/slowest) (Jose is tall. Maria is taller. Miguel is the tallest.)

K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).

a. Frequently demonstrate understanding of spatial prepositions by positioning objects according to oral commands.

K.L.7 Demonstrate understanding of simple oral sentences

a. Draw an illustration to match simple oral prompt

K.L.8 Answer literal or inferential oral comprehension questions.

a. Demonstrate comprehension by answering simple questions of a literal nature.  
b. Can frequently answer inferential questions.

## English as a Second Language (ESL) Curriculum Standards

- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- a. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- a. Understand classroom directions (e.g., schedules, homework assignments), with occasional explanation.
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).
- a. Frequently exhibit understanding of content area vocabulary.
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).
- a. Frequently demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

### Speaking Accomplishments

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- a. Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- a. Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink) without error.
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- a. Point to and/or name basic body parts when requested, with few errors.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.
- a. Point to body parts when directed.
  - b. Name some, but not all.
- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).
- a. Identify six basic shapes, with few errors.
- K.S.6 Recite a minimum of three nursery rhymes.
- a. Recite three nursery rhymes with accuracy.

## English as a Second Language (ESL) Curriculum Standards

- K.S.7 Recall three events in order, using picture clues.
- Recall three events in order, using picture clues.
  - Use complete sentences to describe.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.
- Retell story events in order, using picture clues.
  - Generally use complete sentences to describe.
- K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)
- Describe relationships between pictures using complete sentences. ("The girl is brushing her hair.")
- K.S.10 Name opposite of word given.
- Does not need pictures to think of many opposite sets.
  - Easily tell opposite when requested.
  - Recall both items of many sets without verbal prompt of first item.
- K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments
- Intelligibly pronounce basic vocabulary words that have been practiced in class.
  - Still make errors in vocabulary not frequently encountered.
- K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.
- Frequently speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic.
- K.S.13 Recite days of the week in order.
- Generally recite days of the week without error.
  - Associate words with the calendar.
- K.S.14 Recite alphabet.
- Recite alphabet without error (not just sing alphabet song).
- K.S.15 Recognize and name all upper and lowercase letters of the alphabet
- Recognize and name most upper and lowercase letters of the alphabet.
- K.S.16 Associate alphabet letters with their representative sounds.
- Frequently associate alphabet letters with their representative sounds.

## English as a Second Language (ESL) Curriculum Standards

K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Demonstrate frequent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words).

K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Sometimes orally blend separate phonemes to form simple words, with prompt.

K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Frequently use “sound-stretching” of one-syllable words to identify each phoneme.

K.S.20 Distinguish letters from words, in printed form.

- a. Frequently distinguish letters from words, in printed form.

K.S.21 Orally distinguish letters from words.

- a. Distinguish letters from words.

K.S.22 Recognize and produce rhyming words.

- a. Recognize and produce rhyming words with greater frequency.

K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Categorizes picture according to their beginning sounds, and frequently relate to corresponding letters.

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Begin to recognize that two given words have or do not have the same ending sounds.
- b. Still rely heavily on picture clues and/or realia.

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

- a. Frequently use rules for American conversation (e.g. raises hand, takes turns, focus attention on speaker, etc.)

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

- a. Generally give simple oral directions without model.

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

- a. Generally participate in group discussions.

## English as a Second Language (ESL) Curriculum Standards

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

- a. Dramatize and participate in simple retelling of text with less reliance on picture aids.
- b. Dramatization will be less dependent on teacher direction and more creative.
- c. Give simple dictation of text, not necessarily in complete sentences.

K.S.29 Demonstrate understanding of action words chosen and taught by teacher.

- a. Demonstrate understanding of action words by correctly using them in complete sentences as requested (e.g., "Tell me about this picture." "The girl is climbing a tree.").

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., "Where is the book?" "The book is on the table."). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

- a. Demonstrate knowledge of spatial prepositions, not in complete sentences, unless prompted. ("Where is the ball?" "on the table.")

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

- a. Communicate most wants and needs with little difficulty.

### Reading Accomplishments

K.R.1 Understand that print has meaning.

- a. Pretend-read by holding book upright and turn pages in left-to-right progression.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

- a. Identify author as person who wrote the book.
- b. Identify illustrator as person who made the pictures.
- c. Point to title.
- d. Distinguish letters from words.
- e. Track print from left-to-right and top-to-bottom.

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

- a. Recognize and name most upper- and lowercase letters of the alphabet.

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Demonstrate frequent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words)



## English as a Second Language (ESL) Curriculum Standards

- K.R.5 Orally blend separate sounds to form simple words.
- Sometimes blend separate phonemes to form simple words.
- K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- Sometimes use “sound-stretching” of one-syllable words to identify each phoneme.
- K.R.7 Orally distinguish letters from words.
- Orally distinguish letters from words.
- K.R.8 Recognize and produce rhyming words
- Recognize and produce rhyming words with greater frequency.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Categorize pictures according to their beginning sounds, and frequently relate to corresponding letters.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- Begin to recognize that two given words have or do not have the same ending sounds.
  - Still rely heavily on picture clues and/or realia.
- K.R.11 Associate alphabet letters with their representative sounds.
- Frequently associate alphabet letters with their representative sounds.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- Recognize and name most upper- and lowercase letters of the alphabet.
- K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.
- K.R.14 Understand that as letters of words change so do the sounds.
- Understand that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound matches to decode simple words.
- K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.
- Repeat modeled reading.

## English as a Second Language (ESL) Curriculum Standards

- b. Begin to recognize high-frequency words and use letter-sound correspondences.
- K.R.16 Read to develop fluency, expression, accuracy, and confidence.
- a. Imitate fluent reading.
  - b. Begin to recognize high-frequency words and use letter-sound correspondences.
- K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.
- a. Listen and respond to a wide range of text types by participating in discussion and shared reading.
- K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).
- a. Exhibit greater progress in using pre-reading strategies.
- K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.
- a. Exhibit understanding in many ways to varying degrees.
- K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).
- a. Exhibit understanding in many ways to varying degrees.
  - b. Self-select various genre.

### Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

- K.W.1 Write first and last names.
- a. Write first and last names legibly (according to grade-level standards).

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

## English as a Second Language (ESL) Curriculum Standards

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

- a. Frequently writes for a variety of purposes: narrative accounts, reflections, observations, friendly note, and response to literature.

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Frequently represent spoken language with illustrations and temporary and/or conventional spelling.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## English as a Second Language (ESL) Curriculum Standards

### **Advanced:**

#### Listening

- K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)
- K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)
- K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.
- K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).
- K.L.5 Demonstrate understanding of simple comparative and superlative adjectives
- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- K.L.7 Demonstrate understanding of simple oral sentences
- K.L.8 Answer literal or inferential oral comprehension questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers.
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).

#### Speaking

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

## English as a Second Language (ESL) Curriculum Standards

- K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).
- K.S.6 Recite a minimum of three nursery rhymes.
- K.S.7 Recall three events in order, using picture clues.
- K.S.8 Retell a grade-appropriate story based on a sequence of pictures.
- K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)
- K.S.10 Name opposite of word given.
- K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments
- K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.
- K.S.13 Recite days of the week in order.
- K.S.14 Recite alphabet.
- K.S.15 Recognize and name all upper and lowercase letters of the alphabet
- K.S.16 Associate alphabet letters with their representative sounds.
- K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).
- K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- K.S.20 Distinguish letters from words, in printed form.
- K.S.21 Orally distinguish letters from words.
- K.S.22 Recognize and produce rhyming words.
- K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

## English as a Second Language (ESL) Curriculum Standards

K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

K.S.29 Demonstrate understanding of action words chosen and taught by teacher.

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

### Reading

K.R.1 Understand that print has meaning.

K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)

K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

K.R.5 Orally blend separate sounds to form simple words.

K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

K.R.7 Orally distinguish letters from words.

## English as a Second Language (ESL) Curriculum Standards

K.R.8 Recognize and produce rhyming words

K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

K.R.11 Associate alphabet letters with their representative sounds.

K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

### Writing

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

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K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

K.L.1 Demonstrate understanding of everyday vocabulary (e.g., common classroom objects and activities)

a. Point to common objects (or their pictures).

K.L.2 Use appropriate listening skills (e.g., not interrupting, looking at speaker, interacting when appropriate)

a. Generally listen attentively without being reminded.

K.L.3 Listen and respond to books, tapes, videos, drama, and so forth.

a. Generally listen and respond without being reminded.

K.L.4 Follow simple oral directions (e.g., line up, sit down, etc.).

a. Generally follow two-step directions.

K.L.5 Demonstrate understanding of simple comparative and superlative adjectives

a. Demonstrate understanding of simple comparative adjectives by comparing and contrasting (e.g., Jose is taller than Maria, but shorter than Miguel.)



## English as a Second Language (ESL) Curriculum Standards

- K.L.6 Demonstrate understanding of spatial prepositions (e.g., under, on, up, down, inside, outside, behind, between).
- Consistently demonstrate understanding of spatial prepositions by positioning objects.
- K.L.7 Demonstrate understanding of simple oral sentences
- Draw an illustration to match oral prompt
- K.L.8 Answer literal or inferential oral comprehension questions.
- Demonstrate comprehension by answering simple questions of a literal nature.
  - Generally answer inferential questions.
- K.L.9 Demonstrate understanding of the uses of language (e.g., greetings, requests, offers of help, apologies)
- Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- K.L.10 Understand classroom directions (e.g., schedules, homework assignments).
- Understand classroom directions (e.g., schedules, homework assignments), with occasional explanation.
- K.L.11 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., shapes, colors, alphabet, numerals, animals, community helpers).
- Generally exhibit understanding of content area vocabulary.
- K.L.12 Demonstrate understanding of sequence of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened first, next, last”).
- Generally demonstrate understanding of sequence of events

### Speaking Accomplishments

- K.S.1 Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- Recite personal data (i.e., first, middle, and last name, age, address, phone number, birthday, mother’s name, father’s name).
- K.S.2 Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink)
- Identify basic colors (red, blue, yellow, green, orange, purple, black, brown, white, gray, pink) without error.
- K.S.3 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) basic body parts.
- Point to and/or name basic body parts as requested, with few errors.

## English as a Second Language (ESL) Curriculum Standards

K.S.4 Recognize (point to when named by teacher) and identify (tell name when asked, “What is this?”) body parts.

- a. Point to and/or name most body parts as requested, with few errors.

K.S.5 Identify basic shapes (circle, square, rectangle, triangle, diamond, and oval).

- a. Identify six basic shapes, with no error.

K.S.6 Recite a minimum of three nursery rhymes.

- a. Recite more than three nursery rhymes with accuracy.

K.S.7 Recall three events in order, using picture clues.

- a. Recall three events in order, using picture clues.
- b. Generally use complete sentences to describe.
- c. Relate to personal experiences.

K.S.8 Retell a grade-appropriate story based on a sequence of pictures.

- a. Retell story events in order, using picture clues.
- b. Generally use complete sentences to describe.
- c. Expand upon basic storyline.

K.S.9 Describe relationships between objects and/or pictures (e.g., bird/nest; comb/hair; bat/ball)

- a. Use complete sentences to describe relationships between pictures/objects.
- b. Elaborate on events pictured. (“I like the way my Mommy brushes my hair, but my Daddy doesn't know how to do it.”)

K.S.10 Name opposite of word given.

- a. Does not need pictures to think of large number of opposite sets.
- b. Easily tell opposite when given prompt.
- c. Recall both items of many sets without verbal prompt of first item.
- d. Produce opposites not used in class.

K.S.11 Intelligibly pronounce majority of basic vocabulary words when shown picture related to various topics: School, Household, People (inc. family), Food, Animals, Clothing, Environment (incl. weather), Transportation, Community helpers, Holidays, Places, Toys, Opposites, Tools, and Musical Instruments

- a. Intelligibly pronounce basic vocabulary words when shown picture of object.

K.S.12 Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

- a. Speak at an understandable rate with understandable intonation and phrasing when discussing a grade-appropriate topic, most of the time.

K.S.13 Recite days of the week in order.

- a. Generally recite days of the week without error.
- b. Associate words with the calendar.

## English as a Second Language (ESL) Curriculum Standards

### K.S.14 Recite alphabet

- a. Recite alphabet without error (not just sing alphabet song).

### K.S.15 Recognize and name all upper and lowercase letters of the alphabet

- a. Recognize and name nearly all upper and lowercase letters of the alphabet. (May still confuse letters such as p, q, g, d, b.)

### K.S.16 Associate alphabet letters with their representative sounds.

- a. Generally associate alphabet letters with their representative sounds.

### K.S.17 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)

- a. Demonstrate consistent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words).

### K.S.18 Orally blend separate sounds to form simple words (/k/ + /a/ + /t/ = cat).

- a. Orally blend separate phonemes to form simple words, with prompt, on a generally basis.

### K.S.19 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)

- a. Generally use “sound-stretching” of one-syllable words to identify each phoneme.

### K.S.20 Distinguish letters from words, in printed form.

- a. Generally distinguish letters from words, in printed form.

### K.S.21 Orally distinguish letters from words.

- a. Distinguish letters from words.

### K.S.22 Recognize and produce rhyming words.

- a. Consistently recognize and produce rhyming words.

### K.S.23 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

- a. Consistently categorize pictures according to their beginning sounds, and relate to corresponding letters.

### K.S.24 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).

- a. Begin to recognize that two given words have or do not have the same ending sounds.
- b. Still rely heavily on picture clues and/or realia.

## English as a Second Language (ESL) Curriculum Standards

K.S.25 Begin to use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

- a. Generally use rules for American conversation (e.g. raises hand, take turns, focus attention on speaker, etc.).

K.S.26 Give simple oral directions (e.g., line up, sit down, etc.).

- a. Generally give two-step directions without model (e.g., “Stand up, and go to the board.”).

K.S.27 Participate in group discussions by asking and responding to questions from teacher and other group members.

- a. Generally participate in group discussions by asking and responding to questions from teacher and other group members.

K.S.28 Participate in creative responses to text (e.g., discussion, dramatization, related arts).

- a. Do more creative dramatization and participation in simple retelling of text with little or no reliance on picture aids.
- b. Give simple dictation of text, not necessarily in complete sentences.
- c. Show ability to move beyond retelling through dictating and/or emergent writing of own stories.

K.S.29 Demonstrate understanding of action words chosen and taught by teacher.

- a. Demonstrate understanding of action words by correctly using them in complete sentences as requested (e.g., “Tell me about this picture.” “The girl is climbing a tree.”)

K.S.30 Respond in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”). over/under, on/off, in/out, between, beside, front/back, top, middle, bottom.

- a. Responds in complete sentence form using spatial prepositions when asked a question (e.g., “Where is the book?” “The book is on the table.”).

K.S.31 Use the following language functions to communicate effectively in appropriate settings: asking permission; making and accepting apologies; asking for help; giving commands (e.g., Please stop it.)

- a. Communicate most wants and needs with little difficulty.

### Reading Accomplishments

K.R.1 Understand that print has meaning.

- a. Understand that print has meaning.
- b. Pretend-reading more accurately mimics true reading.
- c. Hold book upright, turn pages from left-to-right; may use finger to follow print left-to-right and top-to-bottom.

## English as a Second Language (ESL) Curriculum Standards

- K.R.2 Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection)
- Identify author as person who wrote the book.
  - Identify illustrator as person who made the pictures.
  - Point to title.
  - Distinguish letters from words.
  - Track print from left-to-right and top-to-bottom.
  - Return to margin on next line.
- K.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- Generally recognize and name all upper- and lowercase letters of the alphabet.
- K.R.4 Understand that words are made up of one or more syllables (i.e., students can clap syllables in words)
- Demonstrate consistent understanding that words are made up of one or more syllables (i.e., students can independently clap correct number of syllables in words).
- K.R.5 Orally blend separate sounds to form simple words.
- Orally blend separate phonemes to form simple words.
- K.R.6 Use “sound-stretching” of one-syllable words to identify each phoneme (Given “cat” as prompt, student says /k/ /a/ /t/.)
- Use “sound-stretching” of one-syllable words to identify each phoneme.
- K.R.7 Orally distinguish letters from words.
- Orally distinguish letters from words.
- K.R.8 Recognize and produce rhyming words
- Consistently recognize and produce rhyming words.
- K.R.9 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Consistently categorize pictures according to their beginning sounds, and relate to corresponding letters.
- K.R.10 Determine whether words end with sounds that are the same or different (e.g., cat and boat, dog and house).
- Begin to recognize that two given words have or do not have the same ending sounds.
  - Still rely heavily on picture clues and/or realia.
- K.R.11 Associate alphabet letters with their representative sounds.
- Associate alphabet letters with their representative sounds.
- K.R.12 Recognize and name all uppercase and lowercase letters of the alphabet.
- Recognize and name upper- and lowercase letters of the alphabet.

## English as a Second Language (ESL) Curriculum Standards

K.R.13 Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word. Use letter-sound match to decode simple words.

- a. Demonstrate understanding that the sequence of letters in a written word represents the sequence of sounds in a spoken word.
- b. Use letter-sound match to decode simple words.

K.R.14 Understand that as letters of words change so do the sounds.

- a. Understand that as letters of words change so do the sounds.

K.R.15 Read aloud short sentences made up of words from the sight words list and regular words from the vocabulary list as required by district.

- a. Read simple text containing familiar letter-sound correspondences and high-frequency words.
- b. Read with intonation and voice volume that communicates meaning.

K.R.16 Read to develop fluency, expression, accuracy, and confidence.

- a. Generally read simple text containing familiar letter-sound correspondences and high-frequency words.
- b. Read with intonation and voice volume that communicates meaning.

K.R.17 Listen and respond to a wide range of text types by participating in discussion and shared reading.

- a. Listen and respond to a wide range of text types by participating in discussion and shared reading.
- b. Sometimes take the lead.

K.R.18 Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

- a. Use pre-reading strategies by relating text to background knowledge and experiences, making predictions about text, using illustrations to preview the text, distinguishing between fact and fantasy (real and make-believe), and participating in the creation of graphic organizers (e.g., KWL charts, etc.).

K.R.19 Exhibit understanding after reading by participation, for example (a) answering literal questions about the story; (b) participating in discussions; (c) predicting; (d) using grade-level pictures to discuss main idea of a story; (e) putting in time order the events of a story; (f) retelling story in own words; (g) drawing conclusions.

- a. Exhibit understanding after reading by participation

K.R.20 Participate in reading for a variety of purposes and explore various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and

## English as a Second Language (ESL) Curriculum Standards

other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

- a. Participate in reading for a variety of purposes and explores various literary and media genres (e.g., picture books, alphabet and number books, nursery rhyme books and other rhyming books, fairy tales and other storybooks, poetry, song lyrics, print on posters, and other media).

### Writing Accomplishments

English Language Learners will develop the necessary writing skills, both structural and creative, to produce written language that can be shared and interpreted by various audiences.

K.W.1 Write first and last names.

- a. Write first and last names legibly (according to grade-level standards).

K.W.2 Demonstrate knowledge of standard English mechanics by the following: form legible upper- and lowercase letters; write from left to right and top to bottom; use appropriate capitalization when writing names; use ending punctuation marks for statements and questions; use capitalization at the beginning of sentences; trace and reproduce letters and words correctly.

- a. Progress according to exposure in class, prior experience with writing materials, and small muscle development.

K.W.3 Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

- a. Write letter represented by sound made by teacher (e.g., Teacher makes /t/ sound and child writes the letter T).

K.W.4 Write for a variety of purposes: narrative accounts, reflections, observations, friendly note, or response to literature on a kindergarten level (e.g. Use inventive spelling such as dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

- a. Consistently write for a variety of purposes: narrative accounts, reflections, observations, friendly note, and response to literature. (e.g. dad sad; I lik my dog; I see cat; the buk is fne (The book is funny.)

K.W.5 Represent spoken language with illustrations and temporary and/or conventional spelling.

- a. Consistently represent spoken language with illustrations and temporary and/or conventional spelling.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting)

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
  
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table



**First Grade ESL**

**Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

**Beginner:**

Listening

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

1.L.4 Recognize the difference between formal and informal language.

1.L.5 Understand and follows simple directions.

1.L.6 Understand oral language to make predictions about oral reading

1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

1.L.9 Demonstrate understanding of spatial prepositions

1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow

1.L.11 Identify the main idea of a narrative.

Speaking

1.S.1 Demonstrate correct behavior for conversation.

1.S.2 Uses oral language to communicate effectively in age appropriate situations.

1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

## English as a Second Language (ESL) Curriculum Standards

- 1.S.4 Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

### Reading

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

## English as a Second Language (ESL) Curriculum Standards

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

1.R.9 Identify pairs of single-syllable words that rhyme,

1.R.10 Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/ ).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.7 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

## English as a Second Language (ESL) Curriculum Standards

- 1. R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- 1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- 1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

### Writing

- 1.W.1 Write dictated letters in upper- and lower-case.
- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D” ,
- 1.W.3 Write dictated words and simple sentences.
- 1.W.4 Write the correct form of appropriate regular verbs
- 1.W.5 Write the correct form of appropriate irregular verbs.
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

## English as a Second Language (ESL) Curriculum Standards

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n

1.W.15 Spell high-frequency words that are largely irregular,

1.W.16 Spell common contractions (i.e. I'll, can't, don't, won't)

1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final "e" and adding -s or -es

1.W.18 Use periods at the ends of sentences.

1.W.19 Use question marks at the ends of questions.

1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

1.W.21 Use commas after introductory "yes" or "no."

1.W.22 Capitalize the first word in a sentence.

1.W.23 Capitalize first and last names.

1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

1.W.25 Capitalize days of the week and months of the year.

1.W.26 Capitalize names of familiar books.

1.W.27 Capitalize all salutations and closings.

1.W.28 Capitalize street names.

1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar

1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

## Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## English as a Second Language (ESL) Curriculum Standards

### Listening Accomplishments

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- Understand the use of basic survival English (e.g., how to get to the bathroom, to get in line, to go to lunch, to go to recess)
- 1.L.2 Listen attentively to the speaker for specific information.
- Understand greetings and conversational closings (e.g., Good-bye)
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
- Use appropriate eye contact, face the speaker, listen attentively and pay attention to the speaker, and does not interrupt speaker
- 1.L.4 Recognize the difference between formal and informal language.
- Recognize the correct way to address teachers and other adults in the school
- 1.L.5 Understand and follows simple directions.
- Understand basic classroom directions (e.g., come here, sit down, open your book).
- 1.L.6 Understand oral language to make predictions about oral reading
- Use visuals such as illustrations to aid in the understanding of oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- Begins to demonstrate knowledge of everyday vocabulary, including difference between singular and plural nouns, i.e. cat, cats; dog, dogs, school, schools,
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- Be introduced to concept of comparative and superlative adjectives, i.e. small, smaller
- 1.L.9 Demonstrate understanding of spatial prepositions
- Introduced to spatial prepositions, on, in, under,
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow
- Recognize simple statements (SVO, SV, made of words that are accurate descriptions of pictures i.e. Point to the girl
- 1.L.11 Identify the main idea of a narrative.

## English as a Second Language (ESL) Curriculum Standards

- a. Skill is negligible or nonexistent

### Speaking Accomplishments

- 1.S.1 Demonstrate correct behavior for conversation.
  - a. Begin to use appropriate eye contact, listen attentively and pay attention to the speaker, does not interrupt speaker,
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
  - a. Communicates using one word to indicate needs and wants
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
  - a. Builds receptive vocabulary through daily calendar activities, realia and music.
  - b. Begins to imitate words without understanding their meaning.
- 1.S.4 Speak appropriately in grade level conversations.
  - a. Builds receptive vocabulary through daily calendar activities and music.
  - b. Begins to imitate words without understanding their meaning.
- 1.S.5 Give grade appropriate personal information.
  - a. Begins to state name, age, and teacher's name when prompted in English
- 1.S.6 Use past tense regular verbs with –ed endings appropriately with simple subjects.
  - a. Is exposed to the present and past –ed endings of regular verbs with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
  - a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
- 1.S.8 Use grade level vocabulary appropriately.
  - a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
- 1.S.9 Use correct intonation when asking questions and in conversation.
  - a. Repeat words used in asking yes/no questions and simple conversations.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
  - a. Recognize that groups of words make sentences and provide information.
  - b. Knows to read left to right and top to bottom.
  - c. Track print when being read to aloud.

## English as a Second Language (ESL) Curriculum Standards

- d. Recognize that words begin and end with sounds.
  - e. Blend sounds to form one-syllable words
- 1.S.11 Identify and use grade-level contractions.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
- 1.S.13 Student is able to tell a story using pictures.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
  - d. Begin to point to and identify simple nouns in pictures
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
  - d. Begin to point to personal preferences using pictures
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
  - d. Begin sort basic steps involved in completing a short grade appropriate activity using pictures

### Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- a. Identify components of books (e.g., the front cover, back cover,).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- a. Identify the direction to move within a word and across the lines of a text
  - b. Identify the direction to move within a word
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.



## English as a Second Language (ESL) Curriculum Standards

- a. Begin to recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.8 Orally segment single-syllable words
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.9 Identify pairs of single-syllable words that rhyme
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.10 Identify high-frequency sight words
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

## English as a Second Language (ESL) Curriculum Standards

- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.12 Sound out and blend words that have three or more phonemes
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.13 Sound out and blend three- and four-phoneme “nonsense” words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word “stom,” students say the sounds in order and blend them to speak /stōm/ ).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, “The girl is sitting on a short chair.”)
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.18 Identify synonyms of grade-level words
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.

## English as a Second Language (ESL) Curriculum Standards

- c. Expands exposure to various types of print, following teacher lead.
- 1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.

### Writing Accomplishments

- 1.W.1 Write dictated letters in upper- and lower-case.
- a. Learn names and sounds of the letters of the alphabet and begin to write dictated letters in upper- and lower-case.

## English as a Second Language (ESL) Curriculum Standards

- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”),
  - a. Write top to bottom, left to right when copying.
  - b. Write own name using capital and lowercase letters.
  - c. Begin to use invented spelling to write familiar words
  
- 1.W.3 Write dictated words and simple sentences.
  - a. Skill is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.
  
- 1.W.4 Write the correct form of appropriate regular verbs
  - a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.
  
- 1.W.5 Write the correct form of appropriate irregular verbs.
  - a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials
  
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
  - a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials
  
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
  - a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials
  
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
  - a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials.
  
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
  - a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials, and small muscle development.
  
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
  - a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials

## English as a Second Language (ESL) Curriculum Standards

1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class, prior experience with writing materials

1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class, prior experience with writing materials

1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class, prior experience with writing materials

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class, prior experience with writing materials

1.W.15 Spell high-frequency words that are largely irregular

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding -s or -es

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

1.W.18 Use periods at the ends of sentences.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

## English as a Second Language (ESL) Curriculum Standards

- 1.W.19 Use question marks at the ends of questions.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.21 Use commas after introductory "yes" or "no."
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.22 Capitalize the first word in a sentence.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.23 Capitalize first and last names.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.25 Capitalize days of the week and months of the year.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.26 Capitalize names of familiar books.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.27 Capitalize all salutations and closings.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences

## English as a Second Language (ESL) Curriculum Standards

### 1.W.28 Capitalize street names.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

### 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

### 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

### 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

- a. Skill at beginning of year is negligible or nonexistent.
- b. Progresses according to exposure in class to literature and writing materials, prior experiences

## Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

### Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## English as a Second Language (ESL) Curriculum Standards

### **High Beginner:**

#### Listening

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- 1.L.2 Listen attentively to the speaker for specific information.
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
- 1.L.4 Recognize the difference between formal and informal language.
- 1.L.5 Understand and follows simple directions.
- 1.L.6 Understand oral language to make predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- 1.L.9 Demonstrate understanding of spatial prepositions
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow
- 1.L.11 Identify the main idea of a narrative.

#### Speaking

- 1.S.1 Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by Identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- 1.S.4 Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.



## English as a Second Language (ESL) Curriculum Standards

- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

### Reading

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- 1.R.8 Orally segment single-syllable words

## English as a Second Language (ESL) Curriculum Standards

1.R.9 Identify pairs of single-syllable words that rhyme,

1.R.10 Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stōm/ ).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?").

## English as a Second Language (ESL) Curriculum Standards

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

### Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

1.W.5 Write the correct form of appropriate irregular verbs.

1.W.6 Write. The correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

1.W.7 Write the correct form of irregular count plurals (e.g., child/children).

1.W.8 Write indefinite articles “a” and “an” correctly with count nouns

1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).

1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)

1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n

1.W.15 Spell high-frequency words that are largely irregular,

1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)

## English as a Second Language (ESL) Curriculum Standards

- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es
- 1.W.18 Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory “yes” or “no.”
- 1.W.22 Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.25 Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.
- 1.W.27 Capitalize all salutations and closings.
- 1.W.28 Capitalize street names.
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
  - a. Understand the purpose of listening to understand teacher’s directions and classroom and school rules;

## English as a Second Language (ESL) Curriculum Standards

- b. Begins to understand the purpose of listening to enjoy and to learn (for example, enjoying the rhyme from rhyming books such as Mother Goose and Dr. Seuss books)
- 1.L.2 Listen attentively to the speaker for specific information.
  - a. Understand simple apologies
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
  - a. Raises hand in response to questions, and respond to simple questions with one word answers
- 1.L.4 Recognize the difference between formal and informal language.
  - a. Recognize simple inappropriate language (such as ain't)
- 1.L.5 Understand and follows simple directions.
  - a. Understand basic classroom directions (e.g., come here, sit down, open your book).
- 1.L.6 Understand oral language to make predictions about oral reading
  - a. Rely on language prompts and context clues to understand oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
  - a. Sometimes understand everyday vocabulary, including singular and plural regular and irregular nouns, i.e. child, children,
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
  - a. Be introduced to concept of comparative and superlative adjectives, i.e. small, smaller, tall, taller, short, shorter
- 1.L.9 Demonstrate understanding of spatial prepositions
  - a. Expanded to include spatial prepositions at, around, above,
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
  - a. Recognize simple statements (SVO, SV, made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl who has a bike)
- 1.L.11 Identify the main idea of a narrative.
  - a. Begin to identify the main idea of a narrative.

Speaking Accomplishments

- 1.S.1 Demonstrate correct behavior for conversation.
  - a. Raises hand to respond to simple questions
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
  - A. Begin to communicate using two or more words to indicate needs and wants
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
  - a. Begin to expand oral language and use basic nouns appropriately for grade level in vocabulary instruction and experience.
- 1.S.4 Speak appropriately in grade level conversations.
  - a. Builds receptive vocabulary through daily calendar activities and music.
  - b. Begins to imitate words without understanding their meaning.
- 1.S.5 Give grade appropriate personal information.
  - a. State grade level, school name and principal's name.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
  - a. Is able to use past tense regular verbs with -ed endings in simple phrases or sentences.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
  - a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
- 1.S.8 Use grade level vocabulary appropriately.
  - a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
- 1.S.9 Use correct intonation when asking questions and in conversation.
  - a. Attempt to imitate rising intonation when asking yes/no questions and simple conversations.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
  - a. Apply long and short vowel rules when decoding.
  - b. Use knowledge of letter-sound correspondence and meaning of parts of words such as affixes, roots, compounds and contractions to decode grade appropriate words.
  - c. Shows awareness of syllables by clapping or counting.
  - d. Matches oral words to written words.

## English as a Second Language (ESL) Curriculum Standards

- e. Identifies rhyming words.
- 1.S.11 Identify and use grade-level contractions.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
  - d. Begins to use spatial prepositions "on", "in", "at"
- 1.S.13 Student is able to tell a story using pictures.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
  - d. Begins to point to and identify simple nouns in pictures
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- a. Skill is negligible or nonexistent.
  - b. Builds receptive vocabulary through daily calendar activities and music.
  - c. Begins to imitate words without understanding their meaning.
  - d. Begins to point to personal preferences using pictures.
  - e. Can tell why an item is preferred in one or two words
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity
- a. Can begin to tell how to do the activity using one or two words.

### Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- a. Identify components of books (e.g., the front cover, back cover, title page)
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out basic words left-to-right ), letters and words
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- a. Recognize and name all uppercase and lowercase letters of the alphabet.

## English as a Second Language (ESL) Curriculum Standards

- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- Begins to distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- Begins to identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, wh, sh, ch)
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- Begins to orally blend words that have two phonemes from grade-appropriate vocabulary words
- 1.R.8 Orally segment single-syllable words
- Begins to orally segment single syllable words , i.e. "c-a-t" is k/a/t = cat; "d/o/g" = dog
- 1.R.9 Identify pairs of single-syllable words that rhyme
- Identify pairs of single-syllable words that rhyme
- 1.R.10 Identify high-frequency sight words
- Identify high-frequency sight words
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- Skill is negligible or nonexistent.
  - Begins to build concept through direct teacher instruction and modeling.
  - Expands exposure to various types of print, following teacher lead.
- 1.R.12 Sound out and blend words that have three or more phonemes
- Skill is negligible or nonexistent.
  - Begins to build concept through direct teacher instruction and modeling.
  - Expands exposure to various types of print, following teacher lead.
- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stōm/ ).



## English as a Second Language (ESL) Curriculum Standards

- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, “The girl is sitting on a short chair.”)
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- a. Begin to identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 1.R.18 Identify synonyms of grade-level words
- a. Begin to identify synonyms of grade-level words, i.e. small, little, tiny;
- 1.R. 19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.
- 1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- a. Skill is negligible or nonexistent.
  - b. Begins to build concept through direct teacher instruction and modeling.
  - c. Expands exposure to various types of print, following teacher lead.

## English as a Second Language (ESL) Curriculum Standards

- 1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- Skill is negligible or nonexistent.
  - Begins to build concept through direct teacher instruction and modeling.
  - Expands exposure to various types of print, following teacher lead.
- 1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- Skill is negligible or nonexistent.
  - Begins to build concept through direct teacher instruction and modeling.
  - Expands exposure to various types of print, following teacher lead.
- 1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- Skill is negligible or nonexistent.
  - Begins to build concept through direct teacher instruction and modeling.
  - Expands exposure to various types of print, following teacher lead.
- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words
- Skill is negligible or nonexistent.
  - Begins to build concept through direct teacher instruction and modeling.
  - Expands exposure to various types of print, following teacher lead.

### Writing Accomplishments

- 1.W.1 Write dictated letters in upper- and lower-case.
- Master letter names and sounds, and write dictated letters in upper and lower case
- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D” ,
- Write top to bottom, left to right when copying.
  - Write own name using capital and lowercase letters.
  - Use invented spelling to write familiar words
- 1.W.3 Write dictated words and simple sentences.
- Begin to write simple sentences that may include inconsistent use of capitalization, punctuation, and spelling.
- 1.W.4 Write the correct form of appropriate regular verbs
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials, and small muscle development.

## English as a Second Language (ESL) Curriculum Standards

- 1.W.5 Write the correct form of appropriate irregular verbs.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials.
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials.
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials, and small muscle development.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class, prior experience with writing materials
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

## English as a Second Language (ESL) Curriculum Standards

- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ã/ /nn/ spelled m-a-n)
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.15 Spell high-frequency words that are largely irregular
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class, prior experience with writing materials
- 1.W.16 Spell common contractions (i.e. I'll, can't, don't, won't)
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final "e" and adding -s or -es
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.18 Use periods at the ends of sentences.
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.19 Use question marks at the ends of questions.
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.21 Use commas after introductory "yes" or "no."
- a. Skill at beginning of year is negligible or nonexistent.
  - b. Progresses according to exposure in class to literature and writing materials, prior experiences

## English as a Second Language (ESL) Curriculum Standards

- 1.W.22 Capitalize the first word in a sentence.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.23 Capitalize first and last names.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.25 Capitalize days of the week and months of the year.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.26 Capitalize names of familiar books.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.27 Capitalize all salutations and closings.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.28 Capitalize street names.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences

## English as a Second Language (ESL) Curriculum Standards

- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.
- Skill at beginning of year is negligible or nonexistent.
  - Progresses according to exposure in class to literature and writing materials, prior experiences

### Mathematics Accomplishment

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- Function Words (add, subtract, multiply, and divide)
- Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- Patterns
- Sorting
- Geometry
- Shapes
- Positions & Directions

#### Measurement

- Time
- Calendar
- Money
- Height & Weight
- Temperature
- Metric

#### Data Analysis

- Graphs
- Charts
- Parts of a Table

### **Intermediate:**

#### Listening

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

## English as a Second Language (ESL) Curriculum Standards

- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
- 1.L.4 Recognize the difference between formal and informal language.
- 1.L.5 Understand and follows simple directions.
- 1.L.6 Understand oral language to make predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
- 1.L.9 Demonstrate understanding of spatial prepositions
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
- 1.L.11 Identify the main idea of a narrative.

### Speaking

- 1.S.1 Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- 1.S.4 Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade-level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.

## English as a Second Language (ESL) Curriculum Standards

- 1.S.11 Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

### Reading

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- 1.R.8 Orally segment single-syllable words
- 1.R.9 Identify pairs of single-syllable words that rhyme,
- 1.R.10 Identify high-frequency sight words
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- 1.R.12 Sound out and blend words that have three or more phonemes



## English as a Second Language (ESL) Curriculum Standards

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/ ).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.7 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?").

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

### Writing

1.W.1 Write dictated letters in upper- and lower-case.

## English as a Second Language (ESL) Curriculum Standards

- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”),
- 1.W.3 Write dictated words and simple sentences.
- 1.W.4 Write the correct form of appropriate regular verbs
- 1.W.5 Write the correct form of appropriate irregular verbs.
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n
- 1.W.15 Spell high-frequency words that are largely irregular,
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es
- 1.W.18 Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory “yes” or “no.”

## English as a Second Language (ESL) Curriculum Standards

- 1.W.22 Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.25 Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.
- 1.W.27 Capitalize all salutations and closings.
- 1.W.28 Capitalize street names.
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).
  - a. Demonstrate ability to obtain information pertinent to the hallway, playground, library, and lunchroom as well as basic classroom instruction and activities and directions for testing and completing class activities such as worksheets; listening to retell stories
- 1.L.2 Listen attentively to the speaker for specific information.
  - a. Understand simple explanations
- 1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.
  - a. Raises hand in response to questions

## English as a Second Language (ESL) Curriculum Standards

- 1.L.4 Recognize the difference between formal and informal language.
  - a. Recognize inappropriate words and phrases that should not be used in school (such as shut up)
- 1.L.5 Understand and follows simple directions.
  - a. Understand basic classroom directions (e.g., come here, sit down, open your book).
- 1.L.6 Understand oral language to make predictions about oral reading
  - a. Understand oral discussions which aid in making predictions about oral reading
- 1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
  - a. Frequently demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs, i.e. child, children,
- 1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular
  - a. Demonstrate understanding of comparative and superlative adjectives, i.e. small, smaller, smallest; tall, taller, tallest,
- 1.L.9 Demonstrate understanding of spatial prepositions
  - a. Demonstrates understanding of spatial prepositions between, beside, below, beneath
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
  - a. Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- 1.L.11 Identify the main idea of a narrative.
  - a. Identify the main idea of a narrative.

### Speaking Accomplishments

- 1.S.1 Demonstrate correct behavior for conversation.
  - a. Begin to give short answers to questions.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
  - a. Communicate using a simple sentence to ask permission.

## English as a Second Language (ESL) Curriculum Standards

- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- Sometime use oral language by identifying and using basic nouns appropriately for grade level in vocabulary and experience.
- 1.S.4 Speak appropriately in grade level conversations.
- Speak simple sentences at a normal rate with normal intonation.
- 1.S.5 Give grade appropriate personal information.
- State address, including street number and name, city and state.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- Is able to use past tense regular verbs with –ed endings in simple phrases or sentences.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- Begins to use the correct form of the auxiliary: could, would, should + base form of verbs
- 1.S.8 Use grade level vocabulary appropriately.
- Intelligibly identifies and pronounces 150 basic vocabulary words.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- Use rising intonation when asking yes/no questions and in basic conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- Begins to decode unknown words automatically using decoding strategies such as sounding out words, comparing similar words, breaking words into smaller words, and looking for word parts such as in word families, blends, and digraphs.
  - Begins to read and explain drawings, personal stories and own writings.
- 1.S.11 Identify and use grade-level contractions.
- Begin to use contractions made with "am", "is" and "has," "have" to make a statement.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- Demonstrate the ability to use the spatial preposition over and under.
- 1.S.13 Student is able to tell a story using pictures.
- Can identify simple nouns and verbs demonstrated in pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- Can tell why an item is preferred using a simple sentence.

## English as a Second Language (ESL) Curriculum Standards

- 1.S.16 Explain basic steps involved in completing a short grade-appropriate activity
- a. Can tell how to do the activity using basic nouns and verbs.

### Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading phrases) letters, words, and sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- a. Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- a. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- a. Begins to identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, wh, sh, ch), vowel digraphs (ea, oa, oo)
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- a. Orally blend words that have three phonemes from grade-appropriate vocabulary words with frequent teacher correction
- 1.R.8 Orally segment single-syllable words
- a. Continue to orally segment greater numbers of single syllable words with teacher led instruction

## English as a Second Language (ESL) Curriculum Standards

- 1.R.9 Identify pairs of single-syllable words that rhyme
- Identify pairs of single-syllable words that rhyme
- 1.R.10 Identify high-frequency sight words
- Identify high-frequency sight words
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- Begins to use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- 1.R.12 Sound out and blend words that have three or more phonemes
- Begins to sound out and blend words that have three or more phonemes
- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/ ).
- Begins to sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/ ).
- 1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- Begins to read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.") with teacher correction
- 1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- Begin to read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions) with teacher correction
- 1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- Begins to build concept through direct teacher instruction and modeling.
  - Expands exposure to various types of print, following teacher lead.

## English as a Second Language (ESL) Curriculum Standards

- 1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- Increase mastery of antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 1.R.18 Identify synonyms of grade-level words
- Increase mastery of synonyms of grade-level words
- 1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- Begins to understand that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- 1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- Begin to understand the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- 1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- Begins to determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- 1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- 1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- Begins to determine the meaning of above-grade level vocabulary that is unfamiliar by using context clues during teacher lead exercises
- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words
- Develop skill in area after classroom instruction, and teacher lead exercises

### Writing Accomplishments

- 1.W.1 Write dictated letters in upper- and lower-case.
- Write dictated letters in upper- and lower-case.



## English as a Second Language (ESL) Curriculum Standards

- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”),
  - a. Write top to bottom, left to right when copying.
  - b. Write own name using capital and lowercase letters.
  - c. Write Sight Words--apply English phonemic rules
- 1.W.3 Write dictated words and simple sentences.
  - a. Write simple sentences that may include inconsistent use of capitalization, punctuation, and spelling.
- 1.W.4 Write the correct form of appropriate regular verbs
  - a. Write the correct form of appropriate regular verbs that may include inconsistent use of capitalization, punctuation and spelling.
- 1.W.5 Write the correct form of appropriate irregular verbs.
  - a. Begins to write the correct form of appropriate irregular verbs--may involve invented spelling
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
  - a. Begins to write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,--may involve invented spelling
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
  - a. Begins to write the correct form of irregular count plurals (e.g., child/children)-may involve invented spelling.
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
  - a. Begins to use indefinite articles “a” and “an” correctly with count and non-count nouns--may involve invented spelling
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
  - a. Begins to write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
  - a. Begins to use demonstrative pronouns appropriately (e.g., “These are apples”)-may involve invented spelling
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

## English as a Second Language (ESL) Curriculum Standards

- a. Begin to use interrogative pronouns (who, what ) in simple questions (e.g., “What is he doing?”) and (where, when), in simple questions (e.g., “Where is the book?”)
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
  - a. Begins to write common regular and irregular comparative forms of adjectives (e.g., big, bigger, strong, strongest)--may involve invented spelling
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
  - a. Begins to write possessive adjectives and pronouns appropriately (e.g. “mine, yours”).--may involve invented spelling
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n)
  - a. Begins to spell high-frequency words that have a pattern of /mm/a/nn spelled m-a-n--may involve invented spelling
- 1.W.15 Spell high-frequency words that are largely irregular
  - a. Begins to spell high-frequency words that are largely irregular--may involve invented spelling
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
  - a. Begins to spell common contractions (i.e. I’ll, can’t, don’t, won’t)--may involve invented spelling,
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding -s or -es
  - a. Begins to spell words that involve conjoining morphemes: Dropping a final "e" and adding "s" or "es", i.e. hide, hides; catch, catches --may involve invented spelling
- 1.W.18 Use periods at the ends of sentences.
  - a. Begins to use periods at the end of sentences during dictated writing.
- 1.W.20 Use question marks at the ends of questions.
  - a. Begins to use question marks at the ends of questions.
- 1.W.21 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - a. Begins to use exclamation marks with imperatives as appropriate (e.g. Stop!)
- 1.W.22 Use commas after introductory "yes" or "no."
  - a. Begins to use commas after introductory "yes", or "no"
- 1.W.23 Capitalize the first word in a sentence.
  - a. Begins to capitalize the first word in a sentence.

## English as a Second Language (ESL) Curriculum Standards

- 1.W.24 Capitalize first and last names.
  - a. Begins to capitalize first and last names.
- 1.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - a. Begins to capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.26 Capitalize days of the week and months of the year.
  - a. Begins to capitalize days of the week and months of the year.
- 1.W.27 Capitalize names of familiar books.
  - a. Begins to capitalize names of familiar books.
- 1.W.28 Capitalize all salutations and closings.
  - a. Begins to capitalize all salutations and closings
- 1.W.29 Capitalize street names.
  - a. Begins to capitalize street names.
- 1.W.30 Edit mechanical writing errors based on grade appropriate rules and features of grammar
  - a. Begins to edit mechanical writing errors based on the grade appropriate rules and features of grammar
- 1.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Begins to write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective; We are happy, She is sad, The dog is black,)--may involve invented spelling
- 1.W.32 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.
  - a. Begins to write a brief descriptive paragraph with a topic sentence, and one or two supporting details--may involve invented spelling

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

## English as a Second Language (ESL) Curriculum Standards

- c. Geometry
- d. Shapes
- e. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Intermediate:**

#### Listening

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

1.L.4 Recognize the difference between formal and informal language.

1.L.5 Understand and follows simple directions.

1.L.6 Understand oral language to make predictions about oral reading

1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

1.L.9 Demonstrate understanding of spatial prepositions

1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)

1.L.11 Identify the main idea of a narrative.

## English as a Second Language (ESL) Curriculum Standards

### Speaking

- 1.S.1 Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by Identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- 1.S.4 Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

### Reading

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

## English as a Second Language (ESL) Curriculum Standards

- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- 1.R.8 Orally segment single-syllable words
- 1.R.9 Identify pairs of single-syllable words that rhyme,
- 1.R.10 Identify high-frequency sight words
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- 1.R.12 Sound out and blend words that have three or more phonemes
- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/ ).
- 1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- 1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- 1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- 1.R.7 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 1.R.18 Identify synonyms of grade-level words

## English as a Second Language (ESL) Curriculum Standards

1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

### Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D” ,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

1.W.5 Write the correct form of appropriate irregular verbs.

1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

1.W.7 Write the correct form of irregular count plurals (e.g., child/children).

1.W.8 Write indefinite articles “a” and “an” correctly with count nouns

1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).

## English as a Second Language (ESL) Curriculum Standards

1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)

1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)

1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n

1.W.15 Spell high-frequency words that are largely irregular,

1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)

1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es

1.W.18 Use periods at the ends of sentences.

1.W.19 Use question marks at the ends of questions.

1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

1.W.21 Use commas after introductory “yes” or “no.”

1.W.22 Capitalize the first word in a sentence.

1.W.23 Capitalize first and last names.

1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

1.W.25 Capitalize days of the week and months of the year.

1.W.26 Capitalize names of familiar books.

1.W.27 Capitalize all salutations and closings.

1.W.28 Capitalize street names.

1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar

1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).



## English as a Second Language (ESL) Curriculum Standards

1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

a. Demonstrate ability to obtain appropriate grade-level content-specific information, listening to enjoy literature and to make predictions about the literature

1.L.2 Listen attentively to the speaker for specific information.

a. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

a. Understand complex Wh- questions

1.L.4 Recognize the difference between formal and informal language.

a. Understand basic grade-level content English

1.L.5 Understand and follows simple directions.

a. Understand more complex classroom directions (e.g., more than one command at a time)

1.L.6 Understand oral language to make predictions about oral reading

a. Recognize errors in predictions

1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

a. Consistently demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs,

1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

a. Demonstrate understanding of comparative and superlative adjectives, both regular and irregular—i.e. good, better, best; bad, worse, worst.

## English as a Second Language (ESL) Curriculum Standards

- 1.L.9 Demonstrate understanding of spatial prepositions
  - a. Recognize and correct spatial preposition words in, on, under, at, around, above, between, below, beneath, beside
- 1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)
  - a. Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture of a girl who rode a bike).
- 1.L.11 Identify the main idea of a narrative.
  - a. Identify the main idea of a narrative.

### Speaking Accomplishments

- 1.S.1 Demonstrate correct behavior for conversation.
  - a. Sometime asks and answers short , simple questions
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
  - a. Communicate effectively using a simple sentence to make apologies
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
  - a. Frequently use oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experience
- 1.S.4 Speak appropriately in grade level conversations.
  - a. Speak at a normal rate of speed with normal intonation and phrasing when attempting to discuss a grade-appropriate topic.
- 1.S.5 Give grade appropriate personal information.
  - a. State telephone number, including area code.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
  - a. Is able to use past tense regular verbs with –ed endings in simple phrases or sentences.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
  - a. Use the correct form of the auxiliary might, and will + base form of verbs with frequent self-correction
- 1.S.8 Use grade level vocabulary appropriately.
  - a. Intelligibly identifies and pronounces 250 basic vocabulary words.
- 1.S.9 Use correct intonation when asking questions and in conversation.

## English as a Second Language (ESL) Curriculum Standards

- a. Beginning to use correct rising intonation when asking a yes/no question.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- a. Read simple directions aloud and follows them.
  - b. Uses intonation and expression to show meaning.
  - c. Can recite stories and poems
  - d. Begins to read grade-level material with appropriate pronunciation and intonation at a grade appropriate rate of speed.
- 1.S.11 Identify and use grade-level contractions.
- a. Use contractions made with “would,” “will,” and “had” to make a statement.
- 1.S.12 Use spatial prepositions to give the positions of objects.
- a. Demonstrates the ability to use the spatial preposition beside, between and next to.
- 1.S.13 Student is able to tell a story using pictures.
- a. Can use simple nouns verbs and adjectives by using simple sentences in pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
- a. Can express an opinion and give a reason to support it.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity
- a. Can tell how to complete an activity using simple sentences.

### Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- a. Identify components of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences
- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right) letters, words, and sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
- a. Recognize and name all uppercase and lowercase letters of the alphabet.

## English as a Second Language (ESL) Curriculum Standards

- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- a. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- a. Begins to identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- 1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words
- a. Orally blend words that have three or more phonemes from grade-appropriate vocabulary words with self-correction
- 1.R.8 Orally segment single-syllable words
- a. Orally segment single syllable words with frequent self-correction
- 1.R.9 Identify pairs of single-syllable words that rhyme
- a. Identify pairs of single-syllable words that rhyme
- 1.R.10 Identify high-frequency sight words
- a. Identify high-frequency sight words
- 1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
- a. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her), with frequent self-correction
- 1.R.12 Sound out and blend words that have three or more phonemes
- a. Sound out and blend words that have three or more phonemes with self-correction

## English as a Second Language (ESL) Curriculum Standards

- 1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/ ).
- Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/ ) with self-correction
- 1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.") with self-correction
- 1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).
- Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions). With frequent self-correction
- 1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.
- Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with self-correction
- 1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small)
- 1.R.18 Identify synonyms of grade-level words
- Identify synonyms of grade-level words
- 1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

## English as a Second Language (ESL) Curriculum Standards

- 1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly), with frequent self-correction
- 1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).
- Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office), with self-correction
- 1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- 1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
- Determine the meaning of above-grade level vocabulary that is unfamiliar by using context clues during teacher lead exercises, and with frequent self-correction
- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words
- Determine the answer to greater numbers of literal questions regarding the meaning of a passage written with words from the sight word lists and grade appropriate-vocabulary words

### Writing Accomplishments

- 1.W.1 Write dictated letters in upper- and lower-case.
- Write dictated letters in upper- and lower-case.
  - Write letters in isolation without teacher guidance
- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,
- Write top to bottom, left to right when copying.
  - Write own name using capital and lowercase letters.
  - Write Sight Words--apply English phonemic rules, without teacher guidance
- 1.W.3 Write dictated words and simple sentences.
- Write grade-level dictated words and sentences, with little invented spelling, and frequent self correction

## English as a Second Language (ESL) Curriculum Standards

- 1.W.4 Write the correct form of appropriate regular verbs
- Write the correct form of appropriate regular verbs, with little invented spelling, and frequent self-correction
- 1.W.5 Write the correct form of appropriate irregular verbs.
- Write the correct form of appropriate irregular verbs, with little invented spelling and frequent self-correction
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,
- Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at, with little invented spelling, and frequent self-correction,
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- Write the correct form of irregular count plurals (e.g., child/children, with little invented spelling and frequent self-correction
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- Write indefinite articles “a” and “an” correctly with count nouns--little invented spelling, and frequent self-correction
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives,
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- Write demonstrative pronouns appropriately (e.g., “These are apples”)--little invented spelling and frequent self-correction
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- Write interrogative pronouns why and how in simple questions (e.g. “How do you make a sandwich?)--may involve invented spelling, and frequent self-correction
- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- Write common regular and irregular comparative and superlative forms of adjectives (e.g., biggest; strongest.--little invented spelling and frequent self-correction

## English as a Second Language (ESL) Curriculum Standards

- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- Write possessive adjectives and pronouns appropriately (e.g. our, ours) with little invented spelling and frequent self-correction
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n)
- Spell high-frequency words that are phonemically regular with greater accuracy, little invented spelling and frequent self-correction
- 1.W.15 Spell high-frequency words that are largely irregular,
- Spell high-frequency words that are largely irregular, with greater accuracy, little invented spelling, and frequent self-correction
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
- Spell common contractions (i.e. I’ll, can’t, don’t, won’t) with self-correction--with little invented spelling and frequent self-correction
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding -s or -es
- Spell words that involve conjoining morphemes: Dropping a final "e" and adding "s" or "es", i.e. hide, hides; catch, catches --may involve invented spelling and frequent self-correction
- 1.W.18 Use periods at the ends of sentences.
- Use periods at the ends of sentences, with frequent self-correction
- 1.W.19 Use question marks at the ends of questions.
- Use question marks at the ends of questions, with frequent self correction
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- Use exclamation marks with imperatives as appropriate (e.g., Stop!) with frequent self-correction
- 1.W.21 Use commas after introductory "yes" or "no."
- Use commas after introductory "yes" or "no."--with frequent self-correction
- 1.W.22 Capitalize the first word in a sentence.
- Capitalize the first word in a sentence, with frequent self-correction
- 1.W.23 Capitalize first and last names.
- Capitalize first and last names, with frequent self-correction
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa) with frequent self-correction



## English as a Second Language (ESL) Curriculum Standards

- 1.W.25 Capitalize days of the week and months of the year.
  - a. Capitalize days of the week and months of the year, with frequent self-correction
- 1.W.26 Capitalize names of familiar books.
  - a. Capitalize names of familiar books, with frequent self-correction
- 1.W.27 Capitalize all salutations and closings.
  - a. Capitalize salutations and closings--with frequent self-correction
- 1.W.28 Capitalize street names.
  - a. Capitalize street names--with frequent self-corrections
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
  - a. Edit mechanical writing errors based on grade appropriate rules and features of grammar--with frequent self-correction
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective)--with little invented spelling, and frequent self-correction
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.
  - a. Write a brief descriptive paragraph with a topic sentence and one or two supporting details--with little invented spelling and frequent self-correction

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

#### Measurement

- a. Time
- b. Calendar

## English as a Second Language (ESL) Curriculum Standards

- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Advanced:**

#### Listening

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

1.L.4 Recognize the difference between formal and informal language.

1.L.5 Understand and follows simple directions.

1.L.6 Understand oral language to make predictions about oral reading

1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

1.L.9 Demonstrate understanding of spatial prepositions

1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)

1.L.11 Identify the main idea of a narrative.

#### Speaking

1.S.1 Demonstrate correct behavior for conversation.

1.S.2 Uses oral language to communicate effectively in age appropriate situations.

## English as a Second Language (ESL) Curriculum Standards

1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences

1.S.4 Speak appropriately in grade level conversations.

1.S.5 Give grade appropriate personal information.

1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.

1.S.7 Use the correct form of common grade level auxiliary verbs.

1.S.8 Use grade level vocabulary appropriately.

1.S.9 Use correct intonation when asking questions and in conversation.

1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.

1.S.11 Identify and use grade-level contractions.

1.S.12 Use spatial prepositions to give the positions of objects.

1.S.13 Student is able to tell a story using pictures.

1.S.14 Communicate personal preferences and opinions and gives reasons to support them.

1.S.15 Explain basic steps involved in completing a short grade-appropriate activity

### Reading

1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).

1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences

1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.

1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).

## English as a Second Language (ESL) Curriculum Standards

1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

1.R.9 Identify pairs of single-syllable words that rhyme,

1.R.10 Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stŏm/ ).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as "un-", "non-" and "dis-" are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

## English as a Second Language (ESL) Curriculum Standards

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).

1. R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words

### Writing

1.W.1 Write dictated letters in upper- and lower-case.

1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”,

1.W.3 Write dictated words and simple sentences.

1.W.4 Write the correct form of appropriate regular verbs

1.W.5 Write the correct form of appropriate irregular verbs.

1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at,

1.W.7 Write the correct form of irregular count plurals (e.g., child/children).

1.W.8 Write indefinite articles “a” and “an” correctly with count nouns

1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).

1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)

## English as a Second Language (ESL) Curriculum Standards

- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n)
- 1.W.15 Spell high-frequency words that are largely irregular,
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding –s or –es
- 1.W.18 Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory “yes” or “no.”
- 1.W.22 Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 1.W.25 Capitalize days of the week and months of the year.
- 1.W.26 Capitalize names of familiar books.
- 1.W.27 Capitalize all salutations and closings.
- 1.W.28 Capitalize street names.
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- 1.W.31 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Listening Accomplishments

1.L.1 Understand the purpose for listening, and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

a. Understand the purpose for listening and demonstrates understanding of language functions (e.g., greetings, requests, offers of help, apologies).

1.L.2 Listen attentively to the speaker for specific information.

a. Listen attentively to the speaker for specific information.

1.L.3 Listen attentively to the speaker for specific information and uses appropriate listening skills.

a. Listen attentively to the speaker for specific information and uses appropriate listening skills.

1.L.4 Recognize the difference between formal and informal language.

a. Recognize the difference between formal and informal language.

1.L.5 Understand and follows simple directions.

a. Understand and follows simple directions.

1.L.6 Understand oral language to make predictions about oral reading

a. Understand oral language to make predictions about oral reading

1.L.7 Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

a. Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs

1.L.8 Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

a. Demonstrate understanding of comparative and superlative adjectives, both regular and irregular

1.L.9 Demonstrate understanding of spatial prepositions

a. Demonstrate understanding of spatial prepositions

1.L.10 Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)

## English as a Second Language (ESL) Curriculum Standards

- a. Recognize simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle, or who rode a bike yesterday or who will ride a bike tomorrow)

- 1.L.11 Identify the main idea of a narrative.
  - a. Identify the main idea of a narrative.

### Speaking Accomplishment

- 1.S.1 Demonstrate correct behavior for conversation.
  - a. Demonstrate correct behavior for conversation.
- 1.S.2 Uses oral language to communicate effectively in age appropriate situations.
  - a. Use oral language to communicate effectively in age appropriate situations.
- 1.S.3 Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
  - a. Expand oral language by identifying and using basic nouns appropriately for grade level in vocabulary instruction and experiences
- 1.S.4 Speak appropriately in grade level conversations.
  - a. Speak appropriately in grade level conversations.
- 1.S.5 Give grade appropriate personal information.
  - a. Give grade appropriate personal information.
- 1.S.6 Use past tense regular verbs with -ed endings appropriately with simple subjects.
  - a. Use past tense regular verbs with -ed endings appropriately with simple subjects.
- 1.S.7 Use the correct form of common grade level auxiliary verbs.
  - a. Use the correct form of common grade level auxiliary verbs.
- 1.S.8 Use grade level vocabulary appropriately.
  - a. Use grade level vocabulary appropriately.
- 1.S.9 Use correct intonation when asking questions and in conversation.
  - a. Use correct intonation when asking questions and in conversation.
- 1.S.10 Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
  - a. Read grade- level material orally with accuracy and confidence using appropriate pacing, intonation, and expression.
- 1.S.11 Identify and use grade-level contractions.



## English as a Second Language (ESL) Curriculum Standards

- a. Identify and use grade-level contractions.
- 1.S.12 Use spatial prepositions to give the positions of objects.
  - a. Use spatial prepositions to give the positions of objects.
- 1.S.13 Student is able to tell a story using pictures.
  - a. Student is able to tell a story using pictures.
- 1.S.14 Communicate personal preferences and opinions and gives reasons to support them.
  - a. Communicate personal preferences and opinions and gives reasons to support them.
- 1.S.15 Explain basic steps involved in completing a short grade-appropriate activity
  - a. Explain basic steps involved in completing a short grade-appropriate activity

### Reading Accomplishments

- 1.R.1 Identify parts of books (e.g., the front cover, back cover, title page, author of a book or reading selection and illustrator).
  - a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection and illustrator).
- 1.R.2 Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line; Identify letters, printed words, and printed sentences)
  - a. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line, letters, words, and sentences
- 1.R.3 Recognize and name all uppercase and lowercase letters of the alphabet.
  - a. Recognize and name all uppercase and lowercase letters of the alphabet.
- 1.R.4 Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- 1.R.5 Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - a. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- 1.R.6 Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
  - a. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).

## English as a Second Language (ESL) Curriculum Standards

1.R.7 Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

- a. Orally blend words that have three or more phonemes from grade-appropriate vocabulary words

1.R.8 Orally segment single-syllable words

- a. Orally segment single-syllable words

1.R.9 Identify pairs of single-syllable words that rhyme

- a. Identify pairs of single-syllable words that rhyme

1.R.10 Identify high-frequency sight words

- a. Identify high-frequency sight words

1.R.11 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

- a. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from grade-appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).

1.R.12 Sound out and blend words that have three or more phonemes

- a. Sound out and blend words that have three or more phonemes

1.R.13 Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/ ).

- a. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words from grade-appropriate vocabulary words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/ ).

1.R.14 Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Read aloud short sentences made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

1.R.15 Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

- a. Read aloud short sentences that are statements, questions, and exclamations, made up of sight words, and grade-appropriate vocabulary words with natural intonation (e.g., rising pitch at ends of questions).

## English as a Second Language (ESL) Curriculum Standards

1.R.16 Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

- a. Read aloud short passages made up of words from the sight words and grade-appropriate vocabulary words and regular words, at a rate of 100 words per minute, with no errors.

1.R.17 Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

1.R.18 Identify synonyms of grade-level words

- a. Identify synonyms of grade-level words

1.R.19 Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

- a. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).

1.R.20 Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).

- a. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).

1.R.21 Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

- a. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., run a race, run for office).

1.R.22 Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

- a. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

1.R.23 Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

- a. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).

## English as a Second Language (ESL) Curriculum Standards

- 1.R.24 Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words
- Determine the answer to a literal question regarding the meaning of a passage written with words from the sight word lists and grade-appropriate vocabulary words.

### Writing Accomplishments

- 1.W.1 Write dictated letters in upper- and lower-case.
- Write dictated letters in upper- and lower-case.
- 1.W.2 Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”;
- Write a letter that usually is used to represent a sound (e.g. “M”, “T” “D”;
- 1.W.3 Write dictated words and simple sentences.
- Write dictated words and sentences.
- 1.W.4 Write the correct form of appropriate regular verbs
- Write the correct form of appropriate regular verbs
- 1.W.5 Write the correct form of appropriate irregular verbs.
- Write the correct form of appropriate irregular verbs
- 1.W.6 Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at
- Write the correct form of common verb/preposition phrases, i.e. care about, going on, talk about, wait for, come from, look at
- 1.W.7 Write the correct form of irregular count plurals (e.g., child/children).
- Write the correct form of irregular count plurals (e.g., child/children.
- 1.W.8 Write indefinite articles “a” and “an” correctly with count nouns
- Write indefinite articles “a” and “an” correctly with count nouns
- 1.W.9 Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Write the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 1.W.10 Write demonstrative pronouns appropriately (e.g., “These are apples”).
- Write demonstrative pronouns appropriately (e.g., “These are apples”).
- 1.W.11 Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- Write interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

## English as a Second Language (ESL) Curriculum Standards

- 1.W.12 Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- Write common regular and irregular comparative and superlative forms of adjectives (e.g., big, bigger, biggest, strong, stronger, strongest)
- 1.W.13 Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- Write possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”, our, ours)
- 1.W.14 Write high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n)
- Spell high-frequency words that are phonemically regular or that have common orthographic patterns (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n)
- 1.W.15 Spell high-frequency words that are largely irregular
- Spell high-frequency words that are largely irregular
- 1.W.16 Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
- Spell common contractions (i.e. I’ll, can’t, don’t, won’t)
- 1.W.17 Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding -s or -es
- Spell words that involve these rules for conjoining morphemes: Dropping a final “e” and adding -s or -es (e.g. hide, hides; catch, catches)
- 1.W.18 Use periods at the ends of sentences.
- Use periods at the ends of sentences.
- 1.W.19 Use question marks at the ends of questions.
- Use question marks at the ends of questions.
- 1.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 1.W.21 Use commas after introductory "yes" or "no."
- Use commas after introductory "yes" or "no."
- 1.W.22 Capitalize the first word in a sentence.
- Capitalize the first word in a sentence.
- 1.W.23 Capitalize first and last names.
- Capitalize first and last names.
- 1.W.24 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and

## English as a Second Language (ESL) Curriculum Standards

Grandpa).

- 1.W.25 Capitalize days of the week and months of the year.
  - a. Capitalize days of the week and months of the year.
  
- 1.W.26 Capitalize names of familiar books.
  - a. Capitalize names of familiar books.
  
- 1.W.27 Capitalize all salutations and closings.
  - a. Capitalize all salutations and closings.
  
- 1.W.28 Capitalize street names.
  - a. Capitalize street names.
  
- 1.W.29 Edit mechanical writing errors based on grade appropriate rules and features of grammar
  - a. Edit mechanical writing errors based on grade appropriate rules and features of grammar
  
- 1.W.30 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  
- 1.W.33 Write a brief descriptive paragraph with a topic sentence and one or two supporting details.
  - a. Write a brief descriptive paragraph with a topic sentence and one or two supporting details.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

Measurement

- a. Time
- b. Calendar

## English as a Second Language (ESL) Curriculum Standards

- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Second Grade ESL**

**Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

**Beginner:**

Listening

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural, regular and irregular nouns and action verbs
- b. Comparative and superlative adjectives
- c. Spatial prepositions

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Complex verbal directions
- c. Identify the main idea of a narrative.
- d. Answer literal or inferential oral comprehension questions.
- e. Inference questions pertaining to a short narrative passage.
- f. Language functions (requests, offers of help, apologies).
- g. Classroom directions (e.g., schedules, homework assignments).

Speaking

2.S.1 Intelligibly pronounce words

- a. Grade appropriate vocabulary
- b. The –s endings of plural nouns
- c. The –ed endings of regular past tense verbs
- d. Speak at a normal rate with normal intonation and phrasing
- e. Correct rising intonation when asking a yes/no question.

2.S.2 Use phonemic awareness to pronounce words

- a. Orally segment single-syllable words
- b. Vowel digraphs and r-controlled letter-sound associations
- c. Sound out and blend words that have three or more phonemes
- d. Sound out and blend three- and four-phoneme "nonsense" words

2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Short sentences that are statements, questions, and exclamations
- c. Short passages made up of words from grade level content words



## English as a Second Language (ESL) Curriculum Standards

### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Comparative and superlative adjectives
- c. Action verbs

### 2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. Express an opinion about a grade-level issue
- h. Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

### j. Reading

#### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify where a new line of text begins
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.

#### 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds
- c. Identify the most common phoneme for letter combinations
- d. Orally blend words that have three or more phonemes
- e. Orally segment single-syllable words
- f. Identify pairs of single-syllable words that rhyme
- g. Identify high-frequency sight words

## English as a Second Language (ESL) Curriculum Standards

- h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - i. Sound out and blend words that have three or more phonemes
  - j. Sound out and blend "nonsense" words
  - k. Read aloud short sentences
  - l. Read aloud short sentences that are statements, questions, and exclamations.
  - m. Read aloud short passages.
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles "a" and "an" correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., "What is he doing?").
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

## English as a Second Language (ESL) Curriculum Standards

- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

## English as a Second Language (ESL) Curriculum Standards

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### Listening Accomplishments

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural regular and irregular nouns and action verbs
- b. Begin to learn to understand basic vocabulary
- c. Comparative and superlative adjectives
- d. Recognize color, size, and number adjectives using realia
- e. Spatial prepositions

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Begin to learn basic vocabulary
- c. Complex verbal directions
- d. Identify the main idea of a narrative.
- e. Answer literal or inferential oral comprehension questions.
- f. Inference questions pertaining to a short narrative passage.
- g. Language functions (requests, offers of help, apologies).
- h. Gesture to ask permission, make or accept apologies, greet others etc.
- i. Classroom directions (e.g., schedules, homework assignments).

## English as a Second Language (ESL) Curriculum Standards

- j. Understand demonstrated classroom directions (i.e. walking quietly, clear desk) etc.

### Speaking Accomplishments

#### 2.S.1 Intelligibly pronounce words

- a. Intelligibly pronounce words for basic interpersonal communication (e.g. name, teachers name, numbers, colors, days of week, etc.)
- b. Grade appropriate vocabulary
- c. The –s endings of plural nouns
- d. The –ed endings of regular past tense verbs
- e. Repeat teacher’s intonation and phrasing
- f. Speak at a normal rate with normal intonation and phrasing
- g. Repeat rising intonation when asking a yes/no question
- h. Correct rising intonation when asking a yes/no question.

#### 2.S.2 Use phonemic awareness to pronounce words

- a. Repeat teacher to segment single-syllable words
- b. Orally segment single-syllable words
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Isolate and count phonemes as teacher sounds out words that have three or fewer phonemes
- e. Sound out and blend words that have three or more phonemes
- f. Sound out and blend three- and four-phoneme "nonsense" words

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Short sentences that are statements, questions, and exclamations
- c. Short passages made up of words from grade level content words

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Repeat pronunciation of nouns
- c. Comparative and superlative adjectives
- d. Begins to recognize color, size, and number adjectives using realia
- e. Action verbs
- f. Repeat an action and echo the verb

#### 2.S.5 Formulate simple correct sentences

- a. Simple sentences Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

## English as a Second Language (ESL) Curriculum Standards

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Arrange pictures in sequential order to show what pictures are illustrating
- c. Ask and respond to questions intended to provide information.
- d. Gesture to ask or answer questions
- e. Give personal information.
- f. Give name, age
- g. Tell the use or purpose of familiar objects.
- h. Begin to learn simple vocabulary
- i. Use language functions to communicate
- j. ■asking permission;
- k. ■making and accepting apologies
- l. Gesture to ask permission or make or accept apologies
- m. Explain a personal preference and give a reason for it.
- n. Choose favorite colors, foods, etc
- o. Express an opinion about a grade-level issue
- p. Explain a few steps involved in completing a short grade-appropriate activity.
- q. Follow non-verbal directions to complete a short activity
- r. Narrate a grade-appropriate story based on a sequence of pictures.
- s. Manipulate pictures to sequence events in a grade appropriate story

### Reading Accomplishments

#### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - a. N/A
- b. Identify the direction to move within a word and across the lines of a text
  - a. N/A
- c. Identify where a new line of text begins
  - a. N/A
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
  - a. N/A
- e. Identify letters, printed words, and printed sentences.
  - a. N/A

#### 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
  - a. N/A
- b. Distinguish long- and short-vowel sounds i
  - a. N/A
- c. Identify the most common phoneme for letter combinations
  - a. N/A
- d. Orally blend words that have three or more phonemes

## English as a Second Language (ESL) Curriculum Standards

- a. N/A
  - e. Orally segment single-syllable words
    - a. N/A
  - f. Identify pairs of single-syllable words that rhyme
    - a. N/A
  - g. Identify high-frequency sight words
    - a. N/A
  - h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
    - a. N/A
  - i. Sound out and blend words that have three or more phonemes
  - j. Isolate and count phonemes as teacher sounds out words that have three or fewer phonemes
  - k. Sound out and blend "nonsense" words
  - l. Read aloud short sentences
    - a. N/A
  - m. Read aloud short sentences that are statements, questions, and exclamations.
    - a. N/A
  - n. Read aloud short passages.
    - a. N/A
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
    - a. N/A
  - b. Identify synonyms
    - a. N/A
  - c. Show knowledge of common prefixes
    - a. N/A
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Arrange pictures in sequential order to show what pictures are illustrating
  - d. Identify the main idea or main topic when it is explicitly stated.

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.  
N/A
- 2.W.2 Write dictated words and sentences.  
N/A
- 2.W.3 Write the correct form of appropriate regular verbs on grade level  
N/A

English as a Second Language (ESL) Curriculum Standards

2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)

N/A

2.W.5 Write the correct form of common verb + preposition phrases

N/A

2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words

N/A

2.W.7 Write the correct form of irregular count plurals (e.g., child/children)

N/A

2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary

N/A

2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

N/A

2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

N/A

2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

a. Begin to recognize color, size, and number adjectives using realia

2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

N/A

2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat

a. Write letters correctly

2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )

N/A

2.W.15 Spell high-frequency words that are largely irregular.

N/A

2.W.16 Spell common contractions

N/A



## English as a Second Language (ESL) Curriculum Standards

2.W.17 Use periods at the ends of sentences.

N/A

2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

N/A

2.W.19 Use question marks at the ends of questions.

N/A

2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

N/A

2.W.21 Use commas in addresses.

N/A

2.W.22 Use apostrophes in contractions.

N/A

2.W.23 Capitalize the first word in a sentence.

N/A

2.W.24 Capitalize first and last names.

N/A

2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa)

N/A

2.W.26 Capitalize days of the week and months of the year.

N/A

2.W.27 Capitalize names of familiar books.

N/A

2.W.28 Capitalize all salutations and closings.

N/A

2.W.29 Capitalize street names.

N/A

2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

N/A

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

**High Beginner**

Listening

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural, regular and irregular nouns and action verbs
  - b. Comparative and superlative adjectives
  - c. Spatial prepositions
  
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Complex verbal directions
  - c. Identify the main idea of a narrative.
  - d. Answer literal or inferential oral comprehension questions.
  - e. Inference questions pertaining to a short narrative passage.
  - f. Language functions (requests, offers of help, apologies).
  - g. Classroom directions (e.g., schedules, homework assignments).

Speaking

- 2.S.1 Intelligibly pronounce words
  - a. Grade appropriate vocabulary
  - b. The –s endings of plural nouns
  - c. The –ed endings of regular past tense verbs
  - d. Speak at a normal rate with normal intonation and phrasing
  - e. Correct rising intonation when asking a yes/no question.
  
- 2.S.2 Use phonemic awareness to pronounce words
  - a. Orally segment single-syllable words
  - b. Vowel digraphs and r-controlled letter-sound associations
  - c. Sound out and blend words that have three or more phonemes
  - d. Sound out and blend three- and four-phoneme "nonsense" words
  
- 2.S.3 Read aloud short passages
  - a. Short sentences made up of words from the Sight Words List
  - b. Short sentences that are statements, questions, and exclamations
  - c. Short passages made up of words from grade level content words
  
- 2.S.4 Demonstrate the knowledge of and ability to use parts of speech
  - a. Nouns

## English as a Second Language (ESL) Curriculum Standards

- b. Comparative and superlative adjectives
- c. Action verbs

### 2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. (g.)Express an opinion about a grade-level issue
- h. Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

## Reading

### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify where a new line of text begins
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.

### 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds
- c. Identify the most common phoneme for letter combinations
- d. Orally blend words that have three or more phonemes
- e. Orally segment single-syllable words
- f. Identify pairs of single-syllable words that rhyme
- g. Identify high-frequency sight words
- h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.

## English as a Second Language (ESL) Curriculum Standards

- i. Sound out and blend words that have three or more phonemes
  - j. Sound out and blend "nonsense" words
  - k. Read aloud short sentences
  - l. Read aloud short sentences that are statements, questions, and exclamations.
  - m. Read aloud short passages.
- 2.R. 3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- d. 2.R.4 Understand and analyze meaning of material read
- e. Answer a literal question
  - f. Understand the order of events within a sequence or a process
  - g. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
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- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
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## English as a Second Language (ESL) Curriculum Standards

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- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
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- 2.W.24 Capitalize first and last names.
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- 2.W.28 Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

## English as a Second Language (ESL) Curriculum Standards

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting
- c. Geometry
- d. Shapes
- e. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### Listening Accomplishments

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural regular and irregular nouns and action verbs
- b. Begin to learn to understand more complex vocabulary
- c. Comparative and superlative adjectives
- d. Sort objects or pictures into groups (e.g. size, color, number, or use)
- e. Spatial prepositions
- f. Manipulating position of objects as directed (i.e. Put the book on the table.)

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Develop basic vocabulary to understand simple phrases
- c. Complex verbal directions
- d. Follow non-verbal directions to complete a short activity
- e. Identify the main idea of a narrative.
- f. Answer literal or inferential oral comprehension questions.

## English as a Second Language (ESL) Curriculum Standards

- g. Give one or two word answers to literal questions
- h. Inference questions pertaining to a short narrative passage.
- i. Language functions (requests, offers of help, apologies).
- j. Ask permission, make or accept apologies, greet others, etc., by using one or two words and or gestures
- k. Classroom directions (e.g., schedules, homework assignments).
- l. Begins to follow simple classroom directions, rules etc.

### Speaking Accomplishments

#### 2.S.1 Intelligibly pronounce words

- a. Intelligibly echo grade appropriate content words
- b. Grade appropriate vocabulary
- c. The –s endings of plural nouns
- d. Repeat the –s endings with teacher model
- e. The –ed endings of regular past tense verbs
- f. Pronounce the –ed endings of regular past tense verbs with teacher model
- g. Speak at a normal rate with normal intonation and phrasing
- h. Repeat teacher intonation and phrasing
- i. Correct rising intonation when asking a yes/no question.
- j. Repeat rising intonation when asking a yes/no question

#### 2.S.2 Use phonemic awareness to pronounce words

- a. Repeat segmenting of single-syllable words
- b. Orally segment single-syllable words
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Isolate and count phonemes when student sounds out words
- e. Sound out and blend words that have three or more phonemes
- f. Sound out and blend three- and four-phoneme "nonsense" words

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Repeat short sentences that are made up of words from the Sight Words List with natural intonation
- c. Short sentences that are statements, questions, and exclamations
- d. Repeat short sentences that are statements, questions, and exclamations with natural intonation
- e. Short passages made up of words from grade level content words
- f. Repeat short passages made up of words from the Sight Word List and regular words with natural intonation

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Sort pictures of nouns into groups (person, place, things)
- c. Comparative and superlative adjectives

## English as a Second Language (ESL) Curriculum Standards

- d. Sort objects or pictures into groups (e.g. size, color, number, or use)
- e. Action verbs
- f. When given a verb the student will demonstrate understanding physically

### 2.S.5 Formulate simple correct sentences

#### Simple sentences

- a. Use basic vocabulary to express simple ideas
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or” in simple grade-level contexts
- f. Uses “the” or “a(an)” before simple nouns
- g. Spatial prepositions
- h. Begin to use physical response in manipulating position of objects as directed (i.e. Put the book on the table.)

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. "Tell the story" of the pictures in simple words
- c. Ask and respond to questions intended to provide information.
- d. Respond with gestures and one word answers
- e. Give personal information.
- f. Give names of family members and other simple meaningful information
- g. Tell the use or purpose of familiar objects.
- h. Identify in English familiar objects
- i. Use language functions to communicate
  - asking permission;
  - making and accepting apologies
- j. Ask permission using one or two words and or gestures
- k. Explain a personal preference and give a reason for it.
- l. Continue to choose and show personal preferences
- m. Express an opinion about a grade-level issue
- n. Explain a few steps involved in completing a short grade-appropriate activity.
- o. Follow simple verbal directions to complete a short activity
- p. Narrate a grade-appropriate story based on a sequence of pictures.
- q. Act out pictures to sequence events in a grade appropriate story

## Reading Accomplishments

### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify front and back cover of a book



## English as a Second Language (ESL) Curriculum Standards

- c. Identify the direction to move within a word and across the lines of a text
- d. Identify first letter of words and the first word in a sentence.
- e. Identify where a new line of text begins
- f. Recognize and name all uppercase and lowercase letters of the alphabet.
- g. Recognize and name all uppercase and lowercase letters of the alphabet
- h. Identify letters, printed words, and printed sentences.
- i. Identify letters

### 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- c. Distinguish long- and short-vowel sounds
- d. Recognize short vowel sounds in isolation
- e. Identify the most common phoneme for letter combinations
- f. Orally blend words that have three or more phonemes
- g. Identify letter sounds
- h. Orally segment single-syllable words
- i. Identify letter sounds
- j. Identify pairs of single-syllable words that rhyme
- k. Identify high-frequency sight words
- l. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- m. Sound out and blend words that have three or more phonemes
- n. Isolate and count phonemes when student sounds out words
- o. Sound out and blend "nonsense" words
- p. Read aloud short sentences
- q. Read aloud short sentences that are statements, questions, and exclamations.
- r. Echo short sentences that are statements, questions, and exclamations with natural intonation
- s. Read aloud short passages.

### 2.R. 3 Recognize relationships between words and parts of words

- a. Identify antonyms
- b. Begins to identify simple antonyms
- c. Identify synonyms
- d. Begins to identify synonyms
- e. Show knowledge of common prefixes

### 2.R.4 Understand and analyze meaning of material read

- a. Answer a literal question
- b. Understand the order of events within a sequence or a process
- c. Identify the main idea or main topic when it is explicitly stated.
- d. Identify the main character in a read-aloud simple story

Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.
  - a. Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
  - a. Write dictated letters in upper- and lower-case.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
  - a. Write dictated letters in upper- and lower-case.
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
  - a. Write dictated letters in upper- and lower-case.
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
  - a. Begins to use subject pronouns correctly with guidance
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
  - a. Sort objects or pictures into groups (e.g. size, color, number, or use)
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
  - a. Begins to learn letter sounds
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
  - a. Begins to learn letter sounds
- 2.W.15 Spell high-frequency words that are largely irregular.

## English as a Second Language (ESL) Curriculum Standards

2.W.16 Spell common contractions

2.W.17 Use periods at the ends of sentences.

- a. Use periods at the ends of sentences.

2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

- a. Begins to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.). with guidance

2.W.19 Use question marks at the ends of questions.

2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

2.W.21 Use commas in addresses.

2.W.22 Use apostrophes in contractions.

2.W.23 Capitalize the first word in a sentence.

- a. Capitalize the first word in a sentence.

2.W.24 Capitalize first and last names.

- a. Capitalize first and last names.

2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

- a. Recognize that family relationships carry titles (i.e. Aunt Jeanette /Uncle John)

2.W.26 Capitalize days of the week and months of the year.

- a. Begins to capitalize days of the week and months of the year with guidance

2.W.27 Capitalize names of familiar books.

- a. Begins to capitalize names of familiar books with guidance

2.W.28 Capitalize all salutations and closings.

- a. Begins to capitalize all salutations and closings with guidance

2.W.29 Capitalize street names.

- a. Begins to capitalize street names with guidance

2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Identify subject/predicate

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Intermediate:**

Listening

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural, regular and irregular nouns and action verbs
- b. Comparative and superlative adjectives
- c. Spatial prepositions

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Complex verbal directions
- c. Identify the main idea of a narrative.
- d. Answer literal or inferential oral comprehension questions.
- e. Inference questions pertaining to a short narrative passage.
- f. Language functions (requests, offers of help, apologies).
- g. Classroom directions (e.g., schedules, homework assignments).

Speaking

## English as a Second Language (ESL) Curriculum Standards

### 2.S.1 Intelligibly pronounce words

- a. Grade appropriate vocabulary
- b. The –s endings of plural nouns
- c. The –ed endings of regular past tense verbs
- d. Speak at a normal rate with normal intonation and phrasing
- e. Correct rising intonation when asking a yes/no question.

### 2.S.2 Use phonemic awareness to pronounce words

- a. Orally segment single-syllable words
- b. Vowel digraphs and r-controlled letter-sound associations
- c. Sound out and blend words that have three or more phonemes
- d. Sound out and blend three- and four-phoneme "nonsense" words

### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Short sentences that are statements, questions, and exclamations
- c. Short passages made up of words from grade level content words

### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Comparative and superlative adjectives
- c. Action verbs

### 2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. (g.)Express an opinion about a grade-level issue
- h. Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

## English as a Second Language (ESL) Curriculum Standards

### Reading

- 2.R.1 Identify concept of print
- Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - Identify the direction to move within a word and across the lines of a text
  - Identify where a new line of text begins
  - Recognize and name all uppercase and lowercase letters of the alphabet.
  - Identify letters, printed words, and printed sentences.
- 2.R.2 Utilize phonemic awareness, decoding and word recognition skills in reading.
- Determine whether words start with sounds that are the same or different
  - Distinguish long- and short-vowel sounds
  - Identify the most common phoneme for letter combinations
  - Orally blend words that have three or more phonemes
  - Orally segment single-syllable words
  - Identify pairs of single-syllable words that rhyme
  - Identify high-frequency sight words
  - Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - Sound out and blend words that have three or more phonemes
  - Sound out and blend "nonsense" words
  - Read aloud short sentences
  - Read aloud short sentences that are statements, questions, and exclamations.
  - Read aloud short passages.
- 2.R.3 Recognize relationships between words and parts of words
- Identify antonyms
  - Identify synonyms
  - Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- Answer a literal question
  - Understand the order of events within a sequence or a process
  - Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)

## English as a Second Language (ESL) Curriculum Standards

- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.

## English as a Second Language (ESL) Curriculum Standards

- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural regular and irregular nouns and action verbs
  - b. Point to acknowledge understanding of everyday vocabulary including singular and plural regular nouns
  - c. Comparative and superlative adjectives
  - d. Compare object or pictures (bigger, longer, older, etc.)
  - e. Spatial prepositions
  - f. Verbalize positions of objects in one or two word response
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Identify basic words to describe pictures`
  - c. Complex verbal directions
  - d. Follow simple verbal directions to complete a short activity
  - e. Identify the main idea of a narrative.
  - f. Identify the main idea of a two or three sentence narrative with assistance
  - g. Answer literal or inferential oral comprehension questions.
  - h. Begins to be able to answer inferential questions with guidance or prompts
  - i. Inference questions pertaining to a short narrative passage.
  - j. Begins to be able to answer inferential questions with guidance or prompts
  - k. Language functions (requests, offers of help, apologies).



## English as a Second Language (ESL) Curriculum Standards

- l. Ask permission, make or accept apologies, greet others, etc. using simple phrases or gestures
- m. Classroom directions (e.g., schedules, homework assignments).
- n. Begins to understand academic directions, homework expectations with prompts and reminders

### Speaking Accomplishments

#### 2.S.1 Intelligibly pronounce words

- a. Grade appropriate vocabulary
- b. Pronounce grade appropriate content words independently
- c. The –s endings of plural nouns
- d. Occasionally pronounce the –s ending of plural nouns
- e. The –ed endings of regular past tense verbs
- f. Occasionally pronounce the –ed endings of regular past tense verbs
- g. Speak at a normal rate with normal intonation and phrasing
- h. Participate in songs, chants, choral speaking/reading using normal intonation and phrasing
- i. Correct rising intonation when asking a yes/no question
- j. Occasionally use correct intonation when asking a yes/no question

#### 2.S.2 Use phonemic awareness to pronounce words

- a. Orally segment single-syllable words
- b. Begins to recognize segmenting patterns in single syllable word families
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Begins to develop knowledge of vowel digraphs and r-controlled letter sound associations
- e. Sound out and blend words that have three or more phonemes
- f. Blend words with three or more phonemes when teacher gives segmented sounds
- g. Sound out and blend three- and four-phoneme "nonsense" words
- h. Begin to sound out and blend rhyming nonsense words in trade books (e.g. Dr. Seuss)

#### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Read aloud short sentences made up of words from the Sight Words List in a shared reading setting
- c. Short sentences that are statements, questions, and exclamations
- d. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a shared reading setting
- e. Short passages made up of words from grade level content words
- f. Read aloud short passages made up of words from the Sight Word List and regular words in a choral/shared reading setting

#### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

## English as a Second Language (ESL) Curriculum Standards

- a. Nouns
  - b. Generates a list of nouns from familiar settings (e.g. home, school, stores, etc.)
  - c. Comparative and superlative adjectives
  - d. Begins to compare objects or pictures (bigger, longer, older, etc.)
  - e. Action verbs
  - f. Identify verb orally in a spoken sentence
- 2.S.5 Formulate simple correct sentences
- a. Simple sentences
  - b. Use vocabulary to formulate simple phrases
  - c. Simple present and simple past tense of verbs
  - d. Recognize when verbs are used correctly orally (i.e. We went to the zoo tomorrow?)
  - e. Contractions
  - f. Begins to recognize that two words can form a contraction
  - g. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs 1. Uses limited auxiliaries (i.e. can, will)
  - h. Articles (“a (an)”, “the” “or” in simple grade-level contexts
  - i. Uses “a” or “an” correctly in a guided activity
  - j. Spatial prepositions
  - k. Verbalize positions of objects in one or two word response
- 2.S.6 Express ideas, personal preferences, and desires
- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - b. “Tell the story” of the pictures in simple phrases
  - c. Ask and respond to questions intended to provide information.
  - d. Respond to questions with simple sentences
  - e. Give personal information.
  - f. Give phone number, address, etc
  - g. Tell the use or purpose of familiar objects.
  - h. Demonstrate use of familiar objects
  - i. Use language functions to communicate
    - a. asking permission;
    - b. making and accepting apologies
  - j. Ask permission using simple phrases or gestures
  - k. Explain a personal preference and give a reason for it.
  - l. Makes more complex choices and give one or two word reasons for preferences
  - m. Express an opinion about a grade-level issue
  - n. Begin to express an opinion about grade level issues
  - o. Explain a few steps involved in completing a short grade-appropriate activity.
  - p. Follow a few steps to complete a simple grade level activity
  - q. Narrate a grade-appropriate story based on a sequence of pictures.
  - r. Use simple vocabulary to sequence events in a grade appropriate story

Reading Accomplishments

- 2.R.1 Identify concept of print
- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify components of books (e.g. front cover, back cover, title page and author's name)
  - c. Identify the direction to move within a word and across the lines of a text
  - d. Track words with finger in shared or guided reading setting.
  - e. Identify where a new line of text begins
  - f. Track words with finger in shared or guided reading setting
  - g. Recognize and name all uppercase and lowercase letters of the alphabet.
  - h. Identify letters, printed words, and printed sentences.
  - i. Identify printed words
- 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.
- a. Determine whether words start with sounds that are the same or different
  - b. Distinguish long- and short-vowel sounds
  - c. Recognize short vowel sounds in words
  - d. Identify the most common phoneme for letter combinations
  - e. Identify consonant digraphs th, ch, sh combinations
  - f. Orally blend words that have three or more phonemes
  - g. Orally blend words that have three or more phonemes
  - h. Orally segment single-syllable words
  - i. Orally segment single-syllable words
  - j. Identify pairs of single-syllable words that rhyme
  - k. Identify chunks of words
  - l. Identify high-frequency sight words
  - m. Begins to identify familiar words from the Sight Word List (i.e. color words, number words,)
  - n. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - o. Begins to develop knowledge of vowel digraphs and r-controlled letter sound associations
  - p. Sound out and blend words that have three or more phonemes
  - q. Blend words with three or more phonemes when teacher gives segmented sounds
  - r. Sound out and blend "nonsense" words
  - s. Begins to sound out and blend rhyming nonsense words in trade books (e.g. Dr. Seuss)
  - t. Read aloud short sentences
  - u. Read aloud short sentences made up of words from the Sight Words List in a shared reading setting
  - v. Read aloud short sentences that are statements, questions, and exclamations.
  - w. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a shared reading setting
  - x. Read aloud short passages.

## English as a Second Language (ESL) Curriculum Standards

- 2.R.3 Recognize relationships between words and parts of words
  - a. Identify antonyms
  - b. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
  - c. Identify synonyms
  - d. Identify synonyms of grade-level words
  - e. Shows knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
  - a. Answer a literal question
  - b. Determine the answer to a literal question regarding the meaning of a passage written with words from the Sight Words List in a shared reading setting
  - c. Understands the order of events within a sequence or a process
  - d. Identify the main idea or main topic when it is explicitly stated.
  - e. Identify the main idea of two or three sentences with assistance
  - f. Identify the main character in a story in a guided reading group

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
  - a. Begin to write correct form of common verbs + prepositions in a shared writing activity
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
  - a. Begin to write the correct form of subject-verb agreement with count nouns without intervening words (i.e. Three little boys run; A little boy runs.)
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
  - a. Write the correct form of irregular count plurals (e.g., child/children) in a shared writing setting
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
  - a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a shared writing setting

## English as a Second Language (ESL) Curriculum Standards

2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

- a. Use subject pronouns correctly and begins to use object pronouns with guidance

2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

- a. Begins to use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”) in a shared writing setting

2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

- a. Begins to compare objects or pictures (bigger, longer, older, etc.)

2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

- a. Use possessive adjectives correctly with guidance

2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat

- a. Write letters for sounds in shared writing setting

2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)

- a. Write letters for sounds in shared writing setting

2.W.15 Spell high-frequency words that are largely irregular.

- a. Spell high-frequency words that are phonemically regular

2.W.16 Spell common contractions

- a. Begins to spell common contractions with guidance

2.W.17 Uses periods at the ends of sentences.

- a. Uses periods at the ends of sentences.

2.W.18 Uses periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

- a. Begins to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.) independently

2.W.19 Uses question marks at the ends of questions.

- a. Uses question marks at the ends of questions.

2.W.20 Uses exclamation marks with imperatives as appropriate (e.g., Stop!).

- a. Uses exclamation marks with imperatives as appropriate (e.g., Stop!).

2.W.21 Uses commas in addresses.

## English as a Second Language (ESL) Curriculum Standards

- a. Uses commas in addresses.
- 2.W.22 Uses apostrophes in contractions.
  - a. Begins to spell common contractions with apostrophes with guidance
- 2.W.23 Capitalize the first word in a sentence.
  - a. Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
  - a. Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - a. Begins to capitalize titles with names
- 2.W.26 Capitalize days of the week and months of the year.
  - a. Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
  - a. Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
  - a. Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
  - b. Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
  - a. Begins to edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2 with support
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Write simple subject/predicate

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

## English as a Second Language (ESL) Curriculum Standards

### Algebra

- a. Patterns
- b. Sorting

### Geometry

- a. Shapes
- b. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## **High Intermediate:**

### Listening

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural, regular and irregular nouns and action verbs
  - b. Comparative and superlative adjectives
  - c. Spatial prepositions
  
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Complex verbal directions
  - c. Identify the main idea of a narrative.
  - d. Answer literal or inferential oral comprehension questions.
  - e. Inference questions pertaining to a short narrative passage.
  - f. Language functions (requests, offers of help, apologies).
  - g. Classroom directions (e.g., schedules, homework assignments).

### Speaking

- 2.S.1 Intelligibly pronounce words
  - a. Grade appropriate vocabulary
  - b. The –s endings of plural nouns
  - c. The –ed endings of regular past tense verbs
  - d. Speak at a normal rate with normal intonation and phrasing
  - e. Correct rising intonation when asking a yes/no question.
  
- 2.S.2 Use phonemic awareness to pronounce words

## English as a Second Language (ESL) Curriculum Standards

- a. Orally segment single-syllable words
- b. Vowel digraphs and r-controlled letter-sound associations
- c. Sound out and blend words that have three or more phonemes
- d. Sound out and blend three- and four-phoneme "nonsense" words

### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Short sentences that are statements, questions, and exclamations
- c. Short passages made up of words from grade level content words

### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Comparative and superlative adjectives
- c. Action verbs

### 2.S.5 Formulate simple correct sentences

- a. Simple sentences      Learn basic vocabulary
- b. Simple present and simple past tense of verbs
- c. Contractions
- d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
- e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
- f. Spatial prepositions

### 2.S.6 Express ideas, personal preferences, and desires

- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- b. Ask and respond to questions intended to provide information.
- c. Give personal information.
- d. Tell the use or purpose of familiar objects.
- e. Use language functions to communicate ▪asking permission; ▪making and accepting apologies
- f. Explain a personal preference and give a reason for it.
- g. (g.)Express an opinion about a grade-level issue
- h. (h.) Explain a few steps involved in completing a short grade-appropriate activity.
- i. Narrate a grade-appropriate story based on a sequence of pictures.

## Reading

### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify where a new line of text begins
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.



## English as a Second Language (ESL) Curriculum Standards

- 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.
- a. Determine whether words start with sounds that are the same or different
  - b. Distinguish long- and short-vowel sounds
  - c. Identify the most common phoneme for letter combinations
  - d. Orally blend words that have three or more phonemes
  - e. Orally segment single-syllable words
  - f. Identify pairs of single-syllable words that rhyme
  - g. Identify high-frequency sight words
  - h. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - i. Sound out and blend words that have three or more phonemes
  - j. Sound out and blend "nonsense" words
  - k. Read aloud short sentences
  - l. Read aloud short sentences that are statements, questions, and exclamations.
  - m. Read aloud short passages.
- 2.R. 3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary

## English as a Second Language (ESL) Curriculum Standards

- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.

## English as a Second Language (ESL) Curriculum Standards

2.W.29 Capitalize street names.

2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.

- a. Singular and plural regular and irregular nouns and action verbs
- b. Acknowledge understanding of everyday vocabulary including singular, plural regular and irregular nouns and action verbs
- c. Comparative and superlative adjectives
- d. Compare objects, pictures in groups of three or more (e.g. big, bigger, biggest)
- e. Spatial prepositions
- f. Can use complete simple sentences to show spatial prepositions with guidance

2.L.2 Demonstrate an understanding of simple statements

- a. SVO, SV, past, present, or future
- b. Recognize simple statements using descriptive words with assistance
- c. Complex verbal directions
- d. Follow a few steps to complete a simple grade level activity
- e. Identify the main idea of a narrative.
- f. Identify the main idea of a two or three sentence narrative with support
- g. Answer literal or inferential oral comprehension questions.
- h. Begins to answer inferential questions independently
- i. Inference questions pertaining to a short narrative passage.
- j. Begin to answer inferential questions independently
- k. Language functions (requests, offers of help, apologies).
- l. Ask permission, make or accept an apology, greet others, etc by using simple or complex phrasing
- m. Classroom directions (e.g., schedules, homework assignments).
- n. Begins to understand academic directions, homework expectations independently

### Speaking Accomplishments

## English as a Second Language (ESL) Curriculum Standards

### 2.S.1 Intelligibly pronounce words

- a. Grade appropriate vocabulary
- b. Pronounce grade appropriate content words in context
- c. The –s endings of plural nouns
- d. Frequently pronounce the s-ending of plural nouns
- e. The –ed endings of regular past tense verbs
- f. Frequently pronounce the –ed endings of regular past tense verbs
- g. Speak at a normal rate with normal intonation and phrasing
- h. Initiate conversations using normal intonation and phrasing
- i. Correct rising intonation when asking a yes/no question.
- j. Frequently use rising intonation when asking a yes/no question

### 2.S.2 Use phonemic awareness to pronounce words

- a. Orally segment single-syllable words
- b. Begins to independently segment single syllable words
- c. Vowel digraphs and r-controlled letter-sound associations
- d. Begins to use knowledge of vowel digraphs and r-controlled letter sound associations
- e. Sound out and blend words that have three or more phonemes
- f. Begins to blend and sound out words with three or more phonemes
- g. Sound out and blend three- and four-phoneme "nonsense" words
- h. Expand word family patterns by adding different beginning letters to form “nonsense” words

### 2.S.3 Read aloud short passages

- a. Short sentences made up of words from the Sight Words List
- b. Read aloud short sentences made up of words from the Sight Words List in a guided reading setting
- c. Short sentences that are statements, questions, and exclamations
- d. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a guided reading setting
- e. Short passages made up of words from grade level content words
- f. Read aloud short passages made up of words from the Sight Word List and regular words in a guided setting

### 2.S.4 Demonstrate the knowledge of and ability to use parts of speech

- a. Nouns
- b. Identify nouns in sentences
- c. Comparative and superlative adjectives
- d. Begins to compare objects, pictures in groups of three or more (e.g. big, bigger, biggest)
- e. Action verbs
- f. Begins to use verbs independently in sentences

### 2.S.5 Formulate simple correct sentences

## English as a Second Language (ESL) Curriculum Standards

- a. Simple sentences
  - b. Uses vocabulary to formulate simple sentences with guidance
  - c. Simple present and simple past tense of verbs
  - d. Begins to show ability to use simple present and simple past tense of verbs correctly.
  - e. Contractions
  - f. Match the two words to form a contraction (i.e. can not, is not, etc.)
  - g. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs 1. Begins to understand using modal auxiliaries (i.e. could, may, might)
  - h. Articles (“a (an)”, “the” , “or”) in simple grade-level contexts
  - i. Begins to distinguish when to use a, an, or the in simple grade level context
  - j. Spatial prepositions
  - k. Can use complete simple sentences to show spatial prepositions with guidance
- 2.S.6 Express ideas, personal preferences, and desires
- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - b. “Tell the story” in more complex phrases
  - c. Ask and respond to questions intended to provide information.
  - d. Begins to ask simple questions to gather information
  - e. Give personal information.
  - f. Give likes, dislikes, favorites and personal experience
  - g. Tell the use or purpose of familiar objects.
  - h. Begins to tell the use or purpose of familiar objects
  - i. Use language functions to communicate
  - j. ■asking permission;
  - k. ■making and accepting apologies
  - l. Makes or accept an apology by using simple phrasing
  - m. (f.) Explain a personal preference and give a reason for it.
  - n. Use simple phrasing when making personal choices
  - o. (g.)Express an opinion about a grade-level issue
  - p. Expresses an opinion about grade level issues and begin to share reasons to support
  - q. (h.) Explain a few steps involved in completing a short grade-appropriate activity.
  - r. Begins to give short simple directions for completing a simple activity
  - s. Narrate a grade-appropriate story based on a sequence of pictures.
  - t. Use simple phrases to sequence events in a grade appropriate story

### Reading Accomplishments

- 2.R.1 Identify concept of print
- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify the direction to move within a word and across the lines of a text

## English as a Second Language (ESL) Curriculum Standards

- c. Begins to track independently
  - d. Identify where a new line of text begins
  - e. Recognize and name all uppercase and lowercase letters of the alphabet.
  - f. Identify letters, printed words, and printed sentences.
  - g. Identify letters, printed words, and printed sentences.
- 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.
- a. Determine whether words start with sounds that are the same or different
  - b. Distinguish long- and short-vowel sounds
  - c. Recognizes long vowel sounds in words
  - d. Identify the most common phoneme for letter combinations
  - e. Begins to identify common vowel digraphs and diphthongs
  - f. Orally blend words that have three or more phonemes
  - g. Orally segment single-syllable words
  - h. Identify pairs of single-syllable words that rhyme
  - i. Identify pairs of single-syllable words that rhyme
  - j. Identify high-frequency sight words
  - k. Begins to identify high frequency words from the Sight Word List
  - l. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - m. Begins to use knowledge of vowel digraphs and r-controlled letter sound associations
  - n. Sound out and blend words that have three or more phonemes
  - o. Begin to blend and sound out words with three or more phonemes
  - p. Sound out and blend "nonsense" words
  - q. Expand word family patterns by adding different beginning letters to form "nonsense" words
  - r. Read aloud short sentences
  - s. Read aloud short sentences made up of words from the Sight Words List in a guided reading setting
  - t. Read aloud short sentences that are statements, questions, and exclamations.
  - u. Read aloud short sentences that are statements, questions, and exclamations using natural intonation in a guided reading setting
  - v. Read aloud short passages.
  - w. Read aloud short passages made up of words from the Sight Word List and regular words in a guided setting
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
  - d. Begin to be aware that common prefixes can be added to change a word's meaning
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question

## English as a Second Language (ESL) Curriculum Standards

- b. Determine the answer to a literal question regarding the meaning of a passage written with words from the Sight Words List in a guided reading setting
- c. Understand the order of events within a sequence or a process
- d. Identify the main idea or main topic when it is explicitly stated.
- e. Identify the main idea of two or three sentences narrative with support
- f. Begins to identify the main character of stories read independently

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
  - a. Chooses the correct verb form in a multiple choice format
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
  - a. Chooses the correct form of a regular verb in a multiple choice format
- 2.W.5 Write the correct form of common verb + preposition phrases
  - a. Begins to write correct form of common verbs + prepositions in a guided writing activity
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
  - a. Begins to write the correct form of subject-verb agreement with count nouns both with and without intervening words (i.e. Three little boys run; A little boy runs.)
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
  - a. Write the correct form of irregular count plurals (e.g., child/children) in a guided writing setting
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
  - a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a guided writing setting
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
  - a. Chooses subject/object pronouns independently in a multiple choice format
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

## English as a Second Language (ESL) Curriculum Standards

- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.11.a Begins to compare objects, pictures in groups of three or more (e.g. big, bigger, biggest) in writing
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.12.a Uses possessive adjectives independently
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 2.W.13.a Write a letter that is usually used to represent a sound in a guided writing setting
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 2.W.14.a Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.) in a guided writing setting
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.15.a Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.16.a Begins to spell common contractions independently
- 2.W.17 Use periods at the ends of sentences.
- 2.W.17.a Uses periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.18.a Uses periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.19.a Uses question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.20.a Uses exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.21.a Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.22.a Begins to spell common contractions with apostrophes independently
- 2.W.23 Capitalize the first word in a sentence.



## English as a Second Language (ESL) Curriculum Standards

- a. Capitalizes the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- a. Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- a. Capitalizes titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- a. Capitalizes days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- a. Capitalizes names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- a. Capitalizes all salutations and closings.
- 2.W.29 Capitalize street names.
- a. Capitalizes street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- a. Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

## English as a Second Language (ESL) Curriculum Standards

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## **Advanced:**

### Listening

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Singular and plural, regular and irregular nouns and action verbs
  - b. Comparative and superlative adjectives
  - c. Spatial prepositions
- 2.L.2 Demonstrate an understanding of simple statements
  - a. SVO, SV, past, present, or future
  - b. Complex verbal directions
  - c. Identify the main idea of a narrative.
  - d. Answer literal or inferential oral comprehension questions.
  - e. Inference questions pertaining to a short narrative passage.
  - f. Language functions (requests, offers of help, apologies).
  - g. Classroom directions (e.g., schedules, homework assignments).

### Speaking

- 2.S.1 Intelligibly pronounce words
  - a. Grade appropriate vocabulary
  - b. The –s endings of plural nouns
  - c. The –ed endings of regular past tense verbs
  - d. Speak at a normal rate with normal intonation and phrasing
  - e. Correct rising intonation when asking a yes/no question.
- 2.S.2 Use phonemic awareness to pronounce words
  - a. Orally segment single-syllable words
  - b. Vowel digraphs and r-controlled letter-sound associations
  - c. Sound out and blend words that have three or more phonemes
  - d. Sound out and blend three- and four-phoneme "nonsense" words
- 2.S.3 Read aloud short passages
  - a. Short sentences made up of words from the Sight Words List

## English as a Second Language (ESL) Curriculum Standards

- b. Short sentences that are statements, questions, and exclamations
  - c. Short passages made up of words from grade level content words
- 2.S.4 Demonstrate the knowledge of and ability to use parts of speech
- a. Nouns
  - b. Comparative and superlative adjectives
  - c. Action verbs
- 2.S.5 Formulate simple correct sentences
- a. Simple sentences Learn basic vocabulary
  - b. Simple present and simple past tense of verbs
  - c. Contractions
  - d. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
  - e. Articles (“a (an)”, “the” “or”) in simple grade-level contexts
  - f. Spatial prepositions
- 2.S.6 Express ideas, personal preferences, and desires
- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - b. Ask and respond to questions intended to provide information.
  - c. Give personal information.
  - d. Tell the use or purpose of familiar objects.
  - e. Use language functions to communicate ■asking permission; ■making and accepting apologies
  - f. Explain a personal preference and give a reason for it.
  - g. Express an opinion about a grade-level issue
  - h. Explain a few steps involved in completing a short grade-appropriate activity.
  - i. Narrate a grade-appropriate story based on a sequence of pictures.

### Reading

- 2.R.1 Identify concept of print
- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify the direction to move within a word and across the lines of a text
  - c. Identify where a new line of text begins
  - d. Recognize and name all uppercase and lowercase letters of the alphabet.
  - e. Identify letters, printed words, and printed sentences.
- f. 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.
- g. Determine whether words start with sounds that are the same or different
  - h. Distinguish long- and short-vowel sounds i
  - i. Identify the most common phoneme for letter combinations
  - j. Orally blend words that have three or more phonemes

## English as a Second Language (ESL) Curriculum Standards

- k. Orally segment single-syllable words
  - l. Identify pairs of single-syllable words that rhyme
  - m. Identify high-frequency sight words
  - n. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
  - o. Sound out and blend words that have three or more phonemes
  - p. Sound out and blend "nonsense" words
  - q. Read aloud short sentences
  - r. Read aloud short sentences that are statements, questions, and exclamations.
  - s. Read aloud short passages.
- 2.R. 3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Understand the order of events within a sequence or a process
  - c. Identify the main idea or main topic when it is explicitly stated.

### Writing

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 2.W.5 Write the correct form of common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

## English as a Second Language (ESL) Curriculum Standards

- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 2.W.19 Use question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
- 2.W.22 Use apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
- 2.W.24 Capitalize first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
- 2.W.29 Capitalize street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

## English as a Second Language (ESL) Curriculum Standards

2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 2.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
- Singular and plural regular and irregular nouns and action verbs
  - Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs
  - Comparative and superlative adjectives
  - Demonstrate understanding of comparative and superlative adjectives from grade level appropriate vocabulary
  - Spatial prepositions
  - Can use complete simple sentences to show spatial prepositions
- 2.L.2 Demonstrate an understanding of simple statements
- SVO, SV, past, present, or future
  - Recognize simple statements (SVO, SV, past, present, or future) (e.g., point to the picture that shows a girl riding a bicycle).
  - Complex verbal directions
  - Begins to give short simple directions for completing a simple activity
  - Identify the main idea of a narrative.
  - Identify the main idea of a narrative.
  - Answer literal or inferential oral comprehension questions.
  - Answer literal or inferential oral comprehension questions.
  - Inference questions pertaining to a short narrative passage.
  - Understand simple inference questions pertaining to a short narrative passage.
  - Language functions (requests, offers of help, apologies).
  - Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
  - Classroom directions (e.g., schedules, homework assignments).
  - Understand classroom directions (e.g., schedules, homework assignments).

### Speaking Accomplishments

- 2.S.1 Intelligibly pronounce words
- Pronounce grade appropriate content words in context
  - Grade appropriate vocabulary
  - Intelligibly pronounce words from grade appropriate vocabulary

## English as a Second Language (ESL) Curriculum Standards

- d. The –s endings of plural nouns
  - e. Pronounce the –s endings of plural nouns
  - f. The –ed endings of regular past tense verbs
  - g. Pronounce the –ed endings of regular past tense verbs
  - h. Speak at a normal rate with normal intonation and phrasing
  - i. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-appropriate topic.
  - j. Correct rising intonation when asking a yes/no question.
  - k. Uses correct rising intonation when asking a yes/no question.
- 2.S.2 Use phonemic awareness to pronounce words
- a. Orally segment single-syllable words
  - b. Orally segment single-syllable words
  - c. Vowel digraphs and r-controlled letter-sound associations
  - d. Uses knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: boat, speed, for, far, fir, fur, her).
  - e. Sound out and blend words that have three or more phonemes
  - f. Sound out and blend words that have three or more phonemes.
  - g. Sound out and blend three- and four-phoneme "nonsense" words
  - h. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stōm/).
- 2.S.3 Read aloud short passages
- a. Short sentences made up of words from the Sight Words List
  - b. Read aloud short sentences made up of words from the Sight Words List and regular words (e.g., read aloud, “The girl is sitting on a short chair.”)
  - c. Short sentences that are statements, questions, and exclamations
  - d. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List with natural intonation (e.g., rising pitch at ends of questions).
  - e. Short passages made up of words from grade level content words
  - f. Read aloud short passages made up of words from the Sight Words List and regular words
- 2.S.4 Demonstrate the knowledge of and ability to use parts of speech
- a. Nouns
  - b. Demonstrate knowledge of the use of nouns
  - c. Comparative and superlative adjectives
  - d. Demonstrate knowledge of the use of comparative and superlative adjectives
  - e. Action verbs
  - f. Demonstrate understanding of the use of action verbs (e.g., name a representation of an action)
- 2.S.5 Formulate simple correct sentences
- a. Simple sentences

## English as a Second Language (ESL) Curriculum Standards

- b. Simple Sentences
  - c. Simple present and simple past tense of verbs
  - d. Shows ability to use simple present and simple past tense of verbs accurately (e.g., use the correct form to identify a past or present action, such as a picture of a boy who was eating vs. a picture of a boy who is eating).
  - e. Contractions
  - f. Uses contractions made with “not” to negate a statement.
  - g. Correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
  - h. Uses the correct form of modal auxiliaries can, could, may, might, will, + base form of verbs
  - i. Articles (“a (an)”, “the”, “or”) in simple grade-level contexts
  - j. Uses articles (“a (n)”, “the”, “or”) in simple grade-level contexts.
  - k. Spatial prepositions
  - l. Demonstrate an ability to use spatial prepositions (e.g., give a complete sentence answer to questions about the positions of objects, such as: Where is the book? The book is on the table).
- 2.S.6 Express ideas, personal preferences, and desires
- a. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - b. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - c. Ask and respond to questions intended to provide information.
  - d. Ask and respond to questions intended to provide information.
  - e. Give personal information.
  - f. Provide personal information.
  - g. Tell the use or purpose of familiar objects.
  - h. Tell the use or purpose of familiar objects.
  - i. Use language functions to communicate
    - a. asking permission;
    - b. making and accepting apologies
  - j. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies
  - k. Explain a personal preference and give a reason for it.
  - l. Explain a personal preference and give a reason for it.
  - m. Express an opinion about a grade-level issue
  - n. Express an opinion about a grade-level issue and give two reasons to support it.
  - o. Explain a few steps involved in completing a short grade-appropriate activity.
  - p. Explain a few steps involved in completing a short grade-appropriate activity.
  - q. Narrate a grade-appropriate story based on a sequence of pictures.
  - r. Narrate a grade-appropriate story based on a sequence of pictures.

### Reading Accomplishments



## English as a Second Language (ESL) Curriculum Standards

### 2.R.1 Identify concept of print

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text
- c. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- d. Identify where a new line of text begins
- e. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- f. Recognize and name all uppercase and lowercase letters of the alphabet.
- g. Identify letters, printed words, and printed sentences.

### 2.R.2. Utilize phonemic awareness, decoding and word recognition skills in reading.

- a. Determine whether words start with sounds that are the same or different
- b. Distinguish long- and short-vowel sounds
- c. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- d. Identify the most common phoneme for letter combinations
- e. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- f. Orally blend words that have three or more phonemes
- g. Orally segment single-syllable words
- h. Identify pairs of single-syllable words that rhyme
- i. Identify pairs of single-syllable words that rhyme
- j. Identify high-frequency sight words
- k. Identify high-frequency sight words from the Sight Words List.
- l. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- m. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: for, far, fir, fur, her).
- n. Sound out and blend words that have three or more phonemes
- o. Sound out and blend words that have three or more phonemes
- p. Sound out and blend "nonsense" words
- q. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stõm/).
- r. Read aloud short sentences
- s. Read aloud short sentences made up of words from the Sight Words List and regular words (e.g., read aloud, "The girl is sitting on a short chair.")
- t. Read aloud short sentences that are statements, questions, and exclamations.
- u. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words with natural intonation (e.g., rising pitch at ends of questions).
- v. Read aloud short passages.

## English as a Second Language (ESL) Curriculum Standards

- w. Read aloud short passages made up of words from the Sight Words List and regular words
- 2.R.3 Recognize relationships between words and parts of words
- a. Identify antonyms
  - b. Identify synonyms
  - c. Show knowledge of common prefixes
  - d. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- 2.R.4 Understand and analyze meaning of material read
- a. Answer a literal question
  - b. Determine the answer to a literal question regarding the meaning of a passage written with words from the Sight Words List
  - c. Understand the order of events within a sequence or a process
  - d. Identify the main idea or main topic when it is explicitly stated.
  - e. Identify the main idea or main topic when it is explicitly stated.
  - f. Identify the main character in a story.

### Writing Accomplishments

- 2.W.1 Write dictated letters in upper- and lower-case.
- 2.W.2 Write dictated words and sentences.
- a. Write dictated words and sentences.
- 2.W.3 Write the correct form of appropriate regular verbs on grade level
- a. Write the correct form of appropriate regular verbs on grade level
- 2.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- a. Choose the correct form of an irregular verb in a multiple choice format
- 2.W.5 Write the correct form of common verb + preposition phrases
- a. Write the correct form of familiar common verb + preposition phrases
- 2.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- a. Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 2.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- a. Write the correct form of irregular count plurals (e.g., child/children) independently

## English as a Second Language (ESL) Curriculum Standards

- 2.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- a. Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary independently
- 2.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- a. Uses the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 2.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- a. Uses interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 2.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- a. Uses common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 2.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- a. Begins to use possessive pronouns correctly
- 2.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat
- a. Writes a letter that usually is used to represent a phoneme
- 2.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- a. Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 2.W.15 Spell high-frequency words that are largely irregular.
- 2.W.16 Spell common contractions
- a. Spell common contractions
- 2.W.17 Use periods at the ends of sentences.
- a. Uses periods at the ends of sentences.
- 2.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- a. Uses periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

## English as a Second Language (ESL) Curriculum Standards

- 2.W.19 Use question marks at the ends of questions.
  - a. Uses question marks at the ends of questions.
- 2.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - a. Uses exclamation marks with imperatives as appropriate (e.g., Stop!).
- 2.W.21 Use commas in addresses.
  - a. Uses commas in addresses.
- 2.W.22 Use apostrophes in contractions.
  - a. Uses apostrophes in contractions.
- 2.W.23 Capitalize the first word in a sentence.
  - a. Capitalizes the first word in a sentence.
- 2.W.24 Capitalize first and last names.
  - a. Capitalizes first and last names.
- 2.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 2.W.26 Capitalize days of the week and months of the year.
  - a. Capitalizes days of the week and months of the year.
- 2.W.27 Capitalize names of familiar books.
  - a. Capitalizes names of familiar books.
- 2.W.28 Capitalize all salutations and closings.
  - a. Capitalizes all salutations and closings.
- 2.W.29 Capitalize street names.
  - a. Capitalizes street names.
- 2.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
  - a. Edits mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 2.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Writes complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

## English as a Second Language (ESL) Curriculum Standards

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### Third Grade ESL

#### **Current Standard:**

## English as a Second Language (ESL) Curriculum Standards

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **Beginner:**

#### Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 3.L.7 Demonstrate literal understanding of various literary texts.

#### Speaking

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- 3.S.3 Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- 3.S.5 Use generally accepted grammar when speaking.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

#### Reading

## English as a Second Language (ESL) Curriculum Standards

- 3.R.1 Demonstrate an understanding of basic print concepts.
- 3.R.2 Identify grade level appropriate vocabulary
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 3.R.6 Show knowledge of common affixes and root words.
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- 3.R.9 Determine the antecedent reference of a personal pronoun
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 3.R.15 Use Context clues to learn about characters in a story.
- 3.R.16 Demonstrate an understanding of the most important details in a story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.

## English as a Second Language (ESL) Curriculum Standards

### Writing

- 3.W.1 The student will develop the structural skills of the writing process.
- 3.W.2 Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).



## English as a Second Language (ESL) Curriculum Standards

- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
  - a. Demonstrate understanding of everyday vocabulary using classroom words..
  - b. Demonstrate understanding of language functions (e.g., greetings,
  - c. Understand classroom schedules

## English as a Second Language (ESL) Curriculum Standards

3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).

a. N/A

3.L.3 Respond to literal or inferential oral comprehension questions.

a. Determine "feelings" through pictures

3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., "experiment" in science, "right triangle" in geometry, etc.).

a. N/A

3.L.5 Identify the main idea of a grade-level passage.

a. N/A

3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine "what happened second").

a. N/A

3.L.7 Demonstrate literal understanding of various literary texts.

a. N/A

### Speaking Accomplishments

3.S.1 Understand and pronounce given words for grade level using established rules for conversation.

- a. Repeat basic vocabulary words for school nouns and personnel, numbers, colors, foods, and family names with visual prompts
- b. Repeat teacher modeled -s endings of plural nouns.

3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.

- a. Repeats chants, rhymes.
- b. Use correct intonation when answering questions
- c. Repeats appropriate pronunciation and intonation as modeled by teacher.

3.S.3 Orally segment single-syllable words.

a. Echoes teacher to segment single-syllable words.

3.S.4 Use English in social and classroom settings.

- a. Name or identify concrete nouns from content-area vocabulary.
- b. Repeat and say names of a few widely used classroom objects by repetition by teacher.

## English as a Second Language (ESL) Curriculum Standards

- 3.S.5 Use generally accepted grammar when speaking.
- Begin to learn sentence structure beginning with learning concrete nouns and action verbs.
  - Learn action verbs with teacher modeling.
  - Use some quantifiers naturally as nouns are introduced in content areas according to the visual prompt used. (few, couple)
  - Introduce articles (a, an, the) naturally as nouns are introduced in content areas according to the visual prompt used.
  - Place concrete objects demonstrating placement with use of prepositions.
  - Beginning to learn names of concrete nouns with visual prompts.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- ask one word concrete noun question. i.e. bathroom?
  - Will begin to name familiar objects with visual prompt.
  - Introduced to basic questions concerning name, address, birthday, family composition.
  - Can make one-word simple requests in meeting personal needs, i.e. school supplies, bathroom privileges, illness
  - Can make simple indications of like or dislike of items such as foods, clothing, etc., including body language, facial expression, thumbs-up/thumbs-down indication, nodding and shaking head, and yes/no answers.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.
- N/A
  - N/A
  - N/A
  - Demonstrate beginning awareness of place prepositions--up, down, right, left, in on, etc.

### Reading Accomplishments

- 3.R.1 Demonstrate an understanding of basic print concepts.
- N/A
  - N/A
  - N/A
  - Begin to recognize and name all uppercase and lowercase letters of the alphabet.
  - Begin to identify letters.
- 3.R.2 Identify grade level appropriate vocabulary.
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).

## English as a Second Language (ESL) Curriculum Standards

- b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh)
  - d. Orally blend words that have three or more phonemes.
  - e. Orally segment single-syllable words.
  - f. Identify pairs of single-syllable words that rhyme.
  - g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: for, far, fir, fur, her).
  - h. Sound out and blend words that have three or more phonemes.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.").
- a. N/A
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- a. N/A
- 3.R.6 Show knowledge of common affixes and root words.
- a. N/A
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- a. N/A
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- 3.R.9 Determine the antecedent reference of a personal pronoun.
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
- a. N/A
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).
- a. Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
- a. Identify the main character in a story.

## English as a Second Language (ESL) Curriculum Standards

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.

a. N/A

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

a. N/A

3.R.15 Use Context clues to learn about characters in a story.

a. N/A

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

### Writing Accomplishments

3.W.1 The student will develop the structural skills of the writing process .

3.W.2 Write dictated words and sentences.

a. N/A

3.W.3 Write the correct form of appropriate regular verbs on grade level.

a. N/A

3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made).

a. N/A

3.W.5 Write the correct form of common verb + preposition phrases.

a. N/A

3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words.

a. N/A

3.W.7 Write the correct form of irregular count plurals (e.g., child/children).

a. N/A

3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary.

a. N/A

## English as a Second Language (ESL) Curriculum Standards

3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

a. N/A

3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

a. N/A

3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

a. Begins to recognize color, size, and number adjectives using realia

3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

a. N/A

3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat.

a. Write letters correctly.

3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )

a. N/A

3.W.15 Spell high-frequency words that are largely irregular.

a. N/A

3.W.16 Spell common contractions

a. N/A

3.W.17 Use periods at the ends of sentences.

a. N/A

3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

a. N/A

3.W.19 Use question marks at the ends of questions.

a. N/A

3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

a. N/A

3.W.21 Use commas in addresses.

a. N/A

## English as a Second Language (ESL) Curriculum Standards

3.W.22 Use apostrophes in contractions.

a. N/A

3.W.23 Capitalize the first word in a sentence.

a. N/A

3.W.24 Capitalize first and last names.

a. N/A

3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

a. N/A

3.W.26 Capitalize days of the week and months of the year.

a. N/A

3.W.27 Capitalize names of familiar books.

a. N/A

3.W.28 Capitalize all salutations and closings.

a. N/A

3.W.29 Capitalize street names.

a. N/A

3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

a. N/A

3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

## Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers and Operations

a. Function Words ( add, subtract, multiply, and divide)

b. Numbers, (i.e. cardinal, ordinal, and counting)

Algebra

a. Patterns

b. Sorting

Geometry

a. Shapes

b. Positions & Directions

Measurement

a. Time

## English as a Second Language (ESL) Curriculum Standards

- b. Calendar
  - c. Money
  - d. Height & Weight
  - e. Temperature
  - f. Metric
- Data Analysis
- a. Graphs
  - b. Charts
  - c. Parts of a Table

### **High Beginner:**

#### Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 3.L.7 Demonstrate literal understanding of various literary texts.

#### Speaking

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- 3.S.3 Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- 3.S.5 Use generally accepted grammar when speaking.



## English as a Second Language (ESL) Curriculum Standards

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

### Reading

3.R.1 Demonstrate an understanding of basic print concepts.

3.R.2 Identify grade level appropriate vocabulary

3.R.3 Demonstrate an understanding of phonetic elements and decoding.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

3.R.6 Show knowledge of common affixes and root words.

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

3.R.9 Determine the antecedent reference of a personal pronoun

3.R.10 Determine the antecedent reference of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

## English as a Second Language (ESL) Curriculum Standards

3.R.15 Use Context clues to learn about characters in a story.

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

### Writing

3.W.1 The student will develop the structural skills of the writing process.

3.W.2 Write dictated words and sentences.

3.W.3 Write the correct form of appropriate regular verbs on grade level

3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)

3.W.5 Write the correct form of common verb + preposition phrases

3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words

3.W.7 Write the correct form of irregular count plurals (e.g., child/children)

3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary

3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).

3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).

3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)

3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)

3.W.15 Spell high-frequency words that are largely irregular.

## English as a Second Language (ESL) Curriculum Standards

3.W.16 Spell common contractions

3.W.17 Use periods at the ends of sentences.

3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

3.W.19 Use question marks at the ends of questions.

3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

3.W.21 Use commas in addresses.

3.W.22 Use apostrophes in contractions.

3.W.23 Capitalize the first word in a sentence.

3.W.24 Capitalize first and last names.

3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

3.W.26 Capitalize days of the week and months of the year.

3.W.27 Capitalize names of familiar books.

3.W.28 Capitalize all salutations and closings.

3.W.29 Capitalize street names.

3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## English as a Second Language (ESL) Curriculum Standards

### Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- Demonstrate understanding of everyday vocabulary classroom plural words.
  - Demonstrate understanding of comparative adjectives.
  - Demonstrate understanding of language functions (e.g., greetings and requests).
  - Understand classroom schedules.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- N/A
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- Answer inference questions using pictures. (e.g. Is the girl in the picture happy?)
  - Determine "feelings" through pictures.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., "experiment" in science, "right triangle" in geometry, etc.).
- Demonstrate understanding of sequences of events after listening to a short below grade-level passage that is read orally.
  - Put pictures in order.
- 3.L.5 Identify the main idea of a grade-level passage.
- Identify the main character and all other important characters in a story.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine "what happened second").
- Demonstrate understanding of sequences of events after listening to a short below- grade-level passage that is read orally.
  - Put pictures in order.
- 3.L.7 Demonstrate literal understanding of various literary texts.
- Draw pictures of the short poems.
  - Demonstrate literal understanding of short fictional narratives.

### Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- Expand oral identification of basic vocabulary words for school nouns and personnel, numbers, colors, foods, family names, days of the week, months, common animals, with visual prompts.

## English as a Second Language (ESL) Curriculum Standards

- b. Beginning awareness of singular and plural introduced by the modeling of teacher prompts
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic
- a. Repeat teacher modeled intonation and phrasing.
  - b. Use correct intonation when answering questions
  - c. Repeats appropriate pronunciation and intonation as modeled by teacher.
- 3.S.3 Orally segment single-syllable words.
- a. Mimics or repeats segmenting of single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- a. Use continual addition of more concrete noun knowledge
  - b. Name familiar classroom objects and begin using names of them in conversation.
- 3.S.5 Use generally accepted grammar when speaking.
- a. Continue learning nouns and verbs and easy adjectives e.g. colors, and begins using words in very simple sentences
  - b. Learn present, past, and future tense verbs. Use in sentences with teacher modeling
  - c. Continue naturally as appropriate for various visual prompt-i.e. here are some strawberries, there are many people in this picture.
  - d. Continue to introduce articles (a, an, the) naturally as nouns are introduced in content areas according to the visual prompt used.
  - e. Beginning use of place and position prepositions, i.e. in, on, under, out, around, up, down,
  - f. Beginning to group pictures by a common theme, repeating sentences that are teacher led
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Beginning to ask questions concerning meeting a personal need.
  - b. Will expand ability to name familiar objects with continued visual prompt
  - c. Can state name, age, and address with teacher prompting
  - d. Can make simple statements of courtesy—thank you, please; you're welcome, I'm sorry,
  - e. Progresses to more oral answers to express personal preferences, relying less on non-verbal answers
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.
- a. Begins using ordinal words.
  - b. N/A
  - c. N/A

- d. Demonstrate increased awareness of directional words--north, south, east and west, and relevance to a simply drawn map.

Reading Accomplishments

- 3.R.1 Demonstrate an understanding of basic print concepts.
  - a. Begin to identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
  - b. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
  - c. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - d. Recognize and name all uppercase and lowercase letters of the alphabet.
  - e. Begin to identify letters, printed words, and printed sentences.
- 3.R.2 Identify grade level appropriate vocabulary
  - a. Begin to identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
  - a. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
  - b. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - c. Recognize and name all uppercase and lowercase letters of the alphabet.
  - d. Begin to identify letters, printed words, and printed sentences.
  - e. Orally segment multi-syllabic words.
  - f. Identify pairs of single-syllable words that rhyme.
  - g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
  - h. Read words that have three or more phonemes and words that are multi-syllabic.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
  - a. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, "The girl is sitting on a short chair.")
  - b. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).

## English as a Second Language (ESL) Curriculum Standards

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify antonyms of simple words (e.g., hot and cold, up and down, over and under, big and small).
- b. Identify synonyms of simple words.

3.R.6 Show knowledge of common affixes and root words.

- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
- b. Show knowledge of the relationship· adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness);

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

- a. Begins to determine the meaning of compound words by using knowledge of individual known words.
- b. Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office
- c. Begin to determine the meaning of a word with multiple meanings that best fits in a given context.
- d. Begins to determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"
- e. Begin to demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

- a. Determine the answer to a literal question regarding the meaning from a simple passage

3.R.9 Determine the antecedent reference of a personal pronoun

- a. Begin to determine the antecedent of a personal pronoun.

3.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. Determine the antecedent of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.

- a. Show understanding of the order of events within a sequence or a process.

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

- a. Identify the main idea or main topic when it is explicitly stated.

## English as a Second Language (ESL) Curriculum Standards

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.

- a. Begins to demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

- a. Begin to demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since).

3.R.15 Use Context clues to learn about characters in a story.

- a. Identify the main character in a story.
- b. Identify the main problem in a story

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

- a. Begins to differentiate among the literary elements of character and setting.

### Writing Accomplishments

3.W.1 The student will develop the structural skills of the writing process .

- a. Print in upper- and lower case.
- b. Write dictated words and sentences.

3.W.2 Write dictated words and sentences.

- a. Write dictated letters in upper- and lower-case.

3.W.3 Write the correct form of appropriate regular verbs on grade level

- a. Write dictated letters in upper- and lower-case.

3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)

- a. Write dictated letters in upper- and lower-case.

3.W.5 Write the correct form of common verb + preposition phrases

3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words

3.W.7 Write the correct form of irregular count plurals (e.g., child/children)

3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary



## English as a Second Language (ESL) Curriculum Standards

- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Begin to use subject pronouns correctly with guidance
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- Sort objects or pictures into groups (e.g. size, color, number, or use)
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat).
- Begin to learn letter sounds
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- Begins to learn letter sounds
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- Begin to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.) with guidance
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!)
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
- Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
- Capitalize first and last names.

## English as a Second Language (ESL) Curriculum Standards

- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - a. Recognize that family relationships carry titles (i.e. Aunt Jeanette /Uncle John)
- 3.W.26 Capitalize days of the week and months of the year.
  - a. Begin to capitalize days of the week and months of the year with guidance
- 3.W.27 Capitalize names of familiar books
  - a. Begin to capitalize names of familiar books with guidance
- 3.W.28 Capitalize all salutations and closings.
  - a. Begin to capitalize all salutations and closings with guidance
- 3.W.29 Capitalize street names.
  - a. Begin to capitalize street names with guidance
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Identify subject/predicate

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature

#### Metric

- a. Data Analysis
- b. Graphs
- c. Charts
- d. Parts of a Table

**Intermediate:**

Listening

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 3.L.7 Demonstrate literal understanding of various literary texts.

Speaking

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- 3.S.3 Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- 3.S.5 Use generally accepted grammar when speaking.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

Reading

- 3.R.1 Demonstrate an understanding of basic print concepts.
- 3.R.2 Identify grade level appropriate vocabulary

## English as a Second Language (ESL) Curriculum Standards

- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 3.R.6 Show knowledge of common affixes and root words.
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- 3.R.9 Determine the antecedent reference of a personal pronoun
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 3.R.15 Use Context clues to learn about characters in a story.
- 3.R.16 Demonstrate an understanding of the most important details in a story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.

### Writing

- 3.W.1 The student will develop the structural skills of the writing process.

## English as a Second Language (ESL) Curriculum Standards

- 3.W.2 Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).

## English as a Second Language (ESL) Curriculum Standards

- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
  - a. Demonstrate understanding of everyday vocabulary using irregular plural nouns.
  - b. Demonstrate understanding of superlative forms.
  - c. Demonstrate understanding of prepositions of place.
  - d. Recognize simple statement SV and SVO, (made of words, from the content-area vocabulary, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
  - e. Demonstrate an understanding of complex verbal directions using words pertaining to one identifying criteria (e.g., given the adjectives “tall” and “discriminate a tall boy from other similar illustrations).
  - f. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help

## English as a Second Language (ESL) Curriculum Standards

- g. Understand classroom schedules and homework assignments
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,”)
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- a. Answer inference questions using pictures.
  - b. Beginning awareness of “feelings” words
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- a. Demonstrate understanding of the most fundamental concepts in content areas, i.e. add, subtract, regroup, minus, total, sum, multiply, divide
- 3.L.5 Identify the main idea of a grade-level passage.
- a. Identify the main idea of a narrative.
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- a. Demonstrate understanding of sequences of events after listening to a short below- grade-level passage that is read orally
- 3.L.7 Demonstrate literal understanding of various literary texts.
- a. Demonstrate understanding of the most fundamental concepts in content areas, i.e. add, subtract, regroup, minus, total, sum, multiply, divide

### Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- a. Consistently demonstrate mastery of content area vocabulary words oral identification using visual prompts
  - b. Beginning use of -s ending of plural nouns in social setting.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- a. Models teacher-led delivery of complete simple sentences, with awareness of phrasing in beginning and ending sentences/thoughts.
  - b. Beginning awareness of question words in English and their place in a spoken question
  - c. Reads below grade-level material aloud without teacher-corrected miscues
- 3.S.3 Orally segment single-syllable words.

## English as a Second Language (ESL) Curriculum Standards

- a. Begins to recognize segmenting patterns in single syllable word families.
- 3.S.4 Use English in social and classroom settings.
- a. Begin to demonstrate mastery of larger and larger segments of academic vocabulary words using various methods of identification.
  - b. Begin learning all the familiar classroom objects and uses them in direction giving.
- 3.S.5 Use generally accepted grammar when speaking.
- a. Use simple sentences in conversation
  - b. Demonstrates ability to use verb tenses correctly with teacher modeling in present continuous, present perfect, and present perfect continuous tenses.
  - c. Independently begins to use quantifiers without teacher prompt.
  - d. Independently demonstrates ability to use articles or not as appropriate to subject content with frequent teacher correcting.
  - e. Beginning use of time prepositions, i.e. after, before, during,
  - f. Beginning to individually formulate simple sentences about grade-appropriate vocabulary words with significant teacher involvement.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Beginning to ask questions concerning classroom assignments
  - b. Beginning to use one or two-word descriptive phrases telling the use and/or purpose of familiar objects
  - c. Can state name, age, birthday, address, phone number, upon request
  - d. Can make suggestions for activities, issue invitations to participate in group and playground activities, and is able to express needs and wants
  - e. Will express personal preferences in appropriate context without being asked
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.
- a. Begins to understand ordinal words—i.e. first, second, last, etc.
  - b. Begins to make short, simple oral phrases about an appropriate story.
  - c. Begins to make simple sentence statements about two objects and how they are alike or different
  - d. Awareness of correlation of relationship between positional prepositions and map terminology

### Reading Accomplishments

- 3.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).



## English as a Second Language (ESL) Curriculum Standards

- c. Track where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - d. Identify letters, printed words, and printed sentences.
- 3.R.2 Identify grade level appropriate vocabulary
  - a. Identify increasing number of grade level appropriate vocabulary.
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
  - a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real.)
  - b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th,ch,sh), vowel digraphs (ea, oa, oo) and diphthongs (oi,ow).
  - d. Begin awareness of three or more phonemes.
  - e. Orally segment single-syllable words from grade-appropriate vocabulary words.
  - f. Identify pairs of single-syllable words that rhyme.
  - g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read single-syllable words from grade appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her).
  - h. Read multi-syllabic "nonsense" words, analogous to real words grade-appropriate vocabulary words.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
  - a. Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
  - b. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
  - c. Read aloud short passages made up of words from the Sight Words List at a normal pace with few errors.
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
  - a. Identify antonyms of lower grade level words
  - b. Identify synonyms of grade-level words.
- 3.R.6 Show knowledge of common affixes and root words.

## English as a Second Language (ESL) Curriculum Standards

- a. Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless-carelessly; polite-politely; angry-angrily; correct-correctly).
  - b. adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.)
  - c. Show knowledge of the relationship between; verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.)
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- a. Begins to determine the meaning of compound words by using knowledge of individual known words
  - b Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office
  - c. Determine the meaning of a word with multiple meanings that best fits in a given context.
  - d. Expanding knowledge of the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"
  - e. Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- a. Begins to determine the meaning of compound words by using knowledge of individual known words.
  - b. Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office
  - c. Determine the meaning of a word with multiple meanings that best fits in a given context.
  - e. Expanding knowledge of the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"
  - f. Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").
- 3.R.9 Determine the antecedent reference of a personal pronoun
- a. Determine the antecedent of a personal pronoun.
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
- a. Determine the antecedent of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.
- a. Show understanding of the order of events within a sequence or a process.

## English as a Second Language (ESL) Curriculum Standards

- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
- Identify the main idea or main topic when it is explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
- Begins to demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect(i.e., because, since).
  - Predict what would most likely happen next in a narrative.
  - Distinguish between fact and opinion.
- 3.R.15 Use context clues to learn about characters in a story.
- Identify the main character and all other important characters in a story.
  - Infer characters' feelings at different points in a story.
  - Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 3.R.16 Demonstrate an understanding of the most important details in a story.
- Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.
- Begins to differentiate among the literary elements of plot, character, and setting.

### Writing Accomplishments

- 3.W.1 The student will develop the structural skills of the writing process .
- Write cursive letters in upper- and lower case.
  - Write dictated words and sentences.
- 3.W.2 Write dictated words and sentences.
- Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
- Write dictated words and sentences. Write dictated words and sentences.
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- Write dictated words and sentences.

## English as a Second Language (ESL) Curriculum Standards

- 3.W.5 Write the correct form of common verb + preposition phrases
- Begin to write correct form of common verbs + prepositions in a shared writing activity
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- Begin to write the correct form of subject-verb agreement with count nouns without intervening words (i.e. Three little boys run; A little boy runs.)
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- Write the correct form of irregular count plurals (e.g., child/children) in a shared writing setting
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a shared writing setting
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Use subject pronouns correctly and begins to use object pronouns with guidance
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- Begin to use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”) in a shared writing setting
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- Begin to compare objects or pictures (bigger, longer, older, etc.)
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- Use possessive adjectives correctly with guidance
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat).
- Write letters for sounds in shared writing setting
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- Write letters for sounds in shared writing setting
- 3.W.15 Spell high-frequency words that are largely irregular.

## English as a Second Language (ESL) Curriculum Standards

- a. Spell high-frequency words that are phonemically regular
- 3.W.16 Spell common contractions
  - a. Begin to spell common contractions with guidance
- 3.W.17 Use periods at the ends of sentences.
  - a. Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - a. Begin to use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., and Ave.) independently
- 3.W.19 Use question marks at the ends of questions.
  - a. Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!)
  - a. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
  - a. Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
  - a. Begin to spell common contractions with apostrophes with guidance
- 3.W.23 Capitalize the first word in a sentence.
  - a. Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
  - a. Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - a. Begin to capitalize titles with names
- 3.W.26 Capitalize days of the week and months of the year.
  - a. Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books
  - a. Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
  - a. Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.
  - a. Capitalize street names.

## English as a Second Language (ESL) Curriculum Standards

3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

- a. Begin to edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2 with support

3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

- a. Write simple subject/predicate

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Intermediate:**

#### Listening

3.L.1 Show an understanding of every day vocabulary in social and classroom setting.

## English as a Second Language (ESL) Curriculum Standards

3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).

3.L.3 Respond to literal or inferential oral comprehension questions.

3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).

3.L.5 Identify the main idea of a grade-level passage.

3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).

3.L.7 Demonstrate literal understanding of various literary texts.

### Speaking

3.S.1 Understand and pronounce given words for grade level using established rules for conversation.

3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.

3.S.3 Orally segment single-syllable words.

3.S.4 Use English in social and classroom settings.

3.S.5 Use generally accepted grammar when speaking.

3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

### Reading

3.R.1 Demonstrate an understanding of basic print concepts.

3.R.2 Identify grade level appropriate vocabulary

3.R.3 Demonstrate an understanding of phonetic elements and decoding.

3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

## English as a Second Language (ESL) Curriculum Standards

3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

3.R.6 Show knowledge of common affixes and root words.

3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

3.R.9 Determine the antecedent reference of a personal pronoun

3.R.10 Determine the antecedent reference of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

3.R.15 Use Context clues to learn about characters in a story.

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

### Writing

3.W.1 The student will develop the structural skills of the writing process.

3.W.2 Write dictated words and sentences.

3.W.3 Write the correct form of appropriate regular verbs on grade level

3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)



## English as a Second Language (ESL) Curriculum Standards

- 3.W.5 Write the correct form of common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat)
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.

## English as a Second Language (ESL) Curriculum Standards

- 3.W.24 Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
  - a. Demonstrate understanding of everyday vocabulary using action verbs.
  - b. Demonstrate understanding of comparative and superlative forms.
  - c. Demonstrate understanding of prepositions of place.
  - d. Recognize simple statement Sv and SVO, (past, present, or future) made of words, from the content-area vocabulary, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
  - e. Demonstrate an understanding of complex verbal directions using words pertaining to two identifying criteria (e.g., given the adjectives “tall” and “striped,” discriminate a tall boy with a striped shirt from other similar illustrations).
  - f. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
  - g. Understand classroom directions (e.g., schedules, homework assignments).
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
  - a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,” )

## English as a Second Language (ESL) Curriculum Standards

- 3.L.3 Respond to literal or inferential oral comprehension questions.
  - a. Understand simple inference questions pertaining to a short narrative passage.
  - b. Uses “feelings” words when prompted
  
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
  - a. Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
  
- 3.L.5 Identify the main idea of a grade-level passage.
  - a. Identify the main idea of a narrative.
  
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
  - a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened next
  
- 3.L.7 Demonstrate literal understanding of various literary texts.
  - a. Demonstrate literal understanding of short poems.
  - b. Demonstrate literal understanding of short fictional narratives.

### Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
  - a. Expand mastery of vocabulary words of content areas
  - b. Consistently uses the –s ending when referring to plural nouns in classroom and social settings.
  
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
  - a. Independently speaks complete simple sentences with normal intonation/phrasing with occasional teacher correction
  - b. Can ask questions using correctly placed “wh” words, with little teacher correction
  - c. Reads grade-level aloud with self and/or teacher-corrected miscues
  
- 3.S.3 Orally segment single-syllable words.
  - a. Begins to independently segment single syllable words.
  
- 3.S.4 Use English in social and classroom settings.
  - a. Show ability to recognize majority of words from grade-appropriate content area vocabulary words and can utilize various methods of showing their understanding.
  - b. Pronounce and use familiar classroom objects.

## English as a Second Language (ESL) Curriculum Standards

- 3.S.5 Use generally accepted grammar when speaking.
- Use teacher modeled joining of two simple sentences.
  - Have students practice formulating compound sentences with teacher assistance
  - Demonstrates ability to use past, present, future, present continuous, present perfect, and present perfect continuous tenses with minimal teacher correction
  - Recognizes less frequently used quantifiers such as “various”, “sundry”, etc. and uses them correctly in conversation
  - Independently demonstrates ability to use articles or not as appropriate to subject content with infrequent teacher correcting
  - Demonstrate ability to correctly use time, place and position prepositions with few teacher corrections.
  - Organize and explain a sequence of pictures orally with minimal teacher involvement
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- Asks and responds to questions intended to provide information with teacher prompting and encouragement
  - Making simple sentence statements describing the use and/or purpose of familiar objects.
  - Can state name, age, birthday, address, phone number, parents names, names of siblings, place of birth, school and grade and length of residence in school district.
  - Can ask teacher or other student for clarification of instructions
  - Will express personal preferences in appropriate context and give simple reasons why
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.
- Can relate daily schedule of events in simple statements, using ordinal words
  - Can re-tell story using simple and/or compound sentences with greater detail
  - Makes simple statements about objects indicating how they compare and contrast
  - Makes simple statements about map directions and reference points, using correct map terminology.

### Reading Accomplishments

- 3.R.1 Demonstrate an understanding of basic print concepts.
- Identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
  - Demonstrate understanding of where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - Identify letters, printed words, and printed sentences.
- 3.R.2 Identify grade level appropriate vocabulary
- Identify high-frequency grade level appropriate academic vocabulary

## English as a Second Language (ESL) Curriculum Standards

### 3.R.3 Demonstrate an understanding of phonetic elements and decoding.

- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- b. Distinguish long-and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th,ch,sh), vowel digraphs (ea, oa, oo) and diphthongs (oi,ow).
- d. Orally blend words that have three or more phonemes from the grade appropriate vocabulary words.
- e. Orally segment multi-syllabic words from grade-appropriate vocabulary words.
- f. Use knowledge of vowel diagraphs and r-controlled letter-sound associations to read single-syllable words from grade appropriate vocabulary words (e.g., sound out: for, far, fir, fur, her) and beginning to read multi-syllabic words.
- g. Read multi-syllabic "nonsense" words, analogous to real words grade-appropriate vocabulary words.

### 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")

- a. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
- b. Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
- c. Read aloud short passages made up of words from the Sight Words List at a normal pace with few errors.

### 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).

- a. Identify antonyms of lower grade level words
- b. Identify synonyms of grade-level words.

### 3.R.6 Show knowledge of common affixes and root words.

- a. Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless-carelessly; polite-politely; angry-angrily; correct-correctly).
- b. adjectives and nouns formed by adding "-ness" to the adjective form(e.g., kindness; happiness); verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.)

## English as a Second Language (ESL) Curriculum Standards

- c. Show knowledge of the relationship between; verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher).
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- a. Begins to determine the meaning of compound words by using knowledge of individual known words.
  - b. Determine the meaning of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office
  - c. Determine the meaning of a word with multiple meanings that best fits in a given context.
  - d. Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?")
  - e. Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- a. Determine the answer to a literal question regarding the meaning from a passage written with grade-appropriate content vocabulary.
- 3.R.9 Determine the antecedent reference of a personal pronoun
- a. Determine the antecedent of a personal pronoun.
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.
- a. Determine the antecedent of a noun or noun phrase.
- 3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order.
- a. Show understanding of the order of events within a sequence or a process.
- 3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.
- a. Identify the main idea or main topic when it is not explicitly stated.
- 3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast
- 3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since).

## English as a Second Language (ESL) Curriculum Standards

- b. Predict what would most likely happen next in a narrative.
  - c. Distinguish between fact and opinion.
- 3.R.15 Use Context clues to learn about characters in a story.  
Identify the main character and all other important characters in a story.
- a. Infer characters' feelings about themselves or their surroundings at different points in a story.
  - b. Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 3.R.16 Demonstrate an understanding of the most important details in a story.
- a. Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.
- 3.R.17 Differentiate among the literary elements of plot, character, and setting.
- a. Differentiates among the literary elements of plot, character, and setting.

### Writing Accomplishments

- 3.W.1 The student will develop the structural skills of the writing process .
- a. Write cursive letters in upper- and lower case
  - b. Write dictated words and sentences.
- 3.W.2 Write dictated words and sentences.
- a. Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
- a. Choose the correct verb form in a multiple choice format
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)
- a. Choose the correct form of a regular verb in a multiple choice format
- 3.W.5 Write the correct form of common verb + preposition phrases
- a. Begin to write correct form of common verbs + prepositions in a guided writing activity
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- a. Begin to write the correct form of subject-verb agreement with count nouns both with and without intervening words (i.e. Three little boys run; A little boy runs.)
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- a. Write the correct form of irregular count plurals (e.g., child/children) in a guided writing setting

## English as a Second Language (ESL) Curriculum Standards

- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary in a guided writing setting
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Choose subject/object pronouns independently in a multiple choice format
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”) in a guided writing setting
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- Begin to compare objects, pictures in groups of three or more (e.g. big, bigger, biggest) in writing
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- Use possessive adjectives independently
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat).
- Write a letter that is usually used to represent a sound in a guided writing setting
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. ) in a guided writing setting
- 3.W.15 Spell high-frequency words that are largely irregular.
- Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- Begin to spell common contractions independently
- 3.W.17 Use periods at the ends of sentences.
- Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).



## English as a Second Language (ESL) Curriculum Standards

- a. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
  - a. Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!)
  - a. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
  - a. Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
  - a. Begin to spell common contractions with apostrophes independently
- 3.W.23 Capitalize the first word in a sentence.
  - a. Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
  - a. Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
  - a. Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books
  - a. Capitalize names of familiar books
- 3.W.28 Capitalize all salutations and closings.
  - a. Capitalize all salutations and closings
- 3.W.29 Capitalize street names.
  - a. Capitalize street names.
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
  - a. Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Advanced:**

Listening

3.L.1 Show an understanding of every day vocabulary in social and classroom setting.

3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).

3.L.3 Respond to literal or inferential oral comprehension questions.

3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).

3.L.5 Identify the main idea of a grade-level passage.

3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).

3.L.7 Demonstrate literal understanding of various literary texts.

## English as a Second Language (ESL) Curriculum Standards

### Speaking

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- 3.S.3 Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- 3.S.5 Use generally accepted grammar when speaking.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.

### Reading

- 3.R.1 Demonstrate an understanding of basic print concepts.
- 3.R.2 Identify grade level appropriate vocabulary
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 3.R.6 Show knowledge of common affixes and root words.
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- 3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.
- 3.R.9 Determine the antecedent reference of a personal pronoun
- 3.R.10 Determine the antecedent reference of a noun or noun phrase.

## English as a Second Language (ESL) Curriculum Standards

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

3.R.15 Use Context clues to learn about characters in a story.

3.R.16 Demonstrate an understanding of the most important details in a story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

### Writing

3.W.1 The student will develop the structural skills of the writing process.

3.W.2 Write dictated words and sentences.

3.W.3 Write the correct form of appropriate regular verbs on grade level

3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made)

3.W.5 Write the correct form of common verb + preposition phrases

3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words

3.W.7 Write the correct form of irregular count plurals (e.g., child/children)

3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary

3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.

## English as a Second Language (ESL) Curriculum Standards

- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat.)
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- 3.W.15 Spell high-frequency words that are largely irregular.
- 3.W.16 Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
- 3.W.22 Use apostrophes in contractions.
- 3.W.23 Capitalize the first word in a sentence.
- 3.W.24 Capitalize first and last names.
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- 3.W.26 Capitalize days of the week and months of the year.
- 3.W.27 Capitalize names of familiar books.
- 3.W.28 Capitalize all salutations and closings.
- 3.W.29 Capitalize street names.

## English as a Second Language (ESL) Curriculum Standards

3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.

3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 3.L.1 Show an understanding of every day vocabulary in social and classroom setting.
- Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs.
  - Demonstrate understanding of comparative and superlative forms using more or most.
  - Demonstrate understanding of prepositions of place.
  - Recognize simple statements SVO, SV, ( past, present, or future) made of words, from the grade-level content area vocabulary , that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
  - Demonstrate an understanding of complex verbal directions using words pertaining to three identifying criteria such as using superlative adjectives.
  - Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
  - Understand classroom, schedules, homework assignments, directions.
- 3.L.2 Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e. because, since, consequently, therefore, thus, and so).
- Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,”)
- 3.L.3 Respond to literal or inferential oral comprehension questions.
- Understand simple inference questions pertaining to a short expository passage.
  - Understand an inference question about a character’s feelings.
- 3.L.4 Demonstrate understanding of the most fundamental, specialized vocabulary in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 3.L.5 Identify the main idea of a grade-level passage.

## English as a Second Language (ESL) Curriculum Standards

- a. Identify the main idea of a grade-level passage
- 3.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”, third, etc. to last.
- 3.L.7 Demonstrate literal understanding of various literary texts.
- a. Demonstrate literal understanding of short poems.
  - b. Demonstrate literal understanding of short fictional narratives.

### Speaking Accomplishments

- 3.S.1 Understand and pronounce given words for grade level using established rules for conversation.
- a. Intelligibly pronounce words from grade-appropriate content area.
  - b. Consistently the –s endings of plural nouns from the grade-appropriate content area vocabulary words
- 3.S.2 Use generally correct intonation and phrasing question when discussing a grade-appropriate topic.
- a. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-appropriate topic.
  - b. Use correct falling intonation when asking a wh-question (i.e., who, what, where, when, why, and how.
  - c. Reads grade-level material aloud for fluency, with appropriate pronunciation and intonation.
- 3.S.3 Orally segment single-syllable words.
- a. Orally segment single-syllable words.
- 3.S.4 Use English in social and classroom settings.
- a. Demonstrate by various methods i.e., speaking, drawing, naming, spelling, clipping out, filing, sorting by category, etc. an understanding of the use of any words from the grade appropriate content area vocabulary words.
  - b. Name familiar classroom objects.
- 3.S.5 Use generally accepted grammar when speaking.
- a. Formulate compound sentences.
  - b. Show ability to use the following verb tenses accurately with verbs.
  - c. Use quantifiers (e.g., a couple of, a few, several, and many) with count nouns.
  - d. Use articles "a(n), and the " in simple grade-level contexts.
  - e. Demonstrate an ability to use preposition of time, place and position.

## English as a Second Language (ESL) Curriculum Standards

- f. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- 3.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Ask and respond to questions intended to provide information on a grade-level school-based topic.
  - b. Tell the use or purpose of familiar objects.
  - c. Provide personal information.
  - d. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.
  - e. Explain a personal preference and give a reason for it.
- 3.S.7 Use multiple phrases or sentences to speak about a grade appropriate topic.
- a. Explain several steps involved in completing a common grade-appropriate activity in chronological order.
  - b. Narrate a grade-appropriate story based on a sequence of pictures.
  - c. Compare and contrast two types of places, people or animals.
  - d. Give directions based on a map.

### Reading Accomplishments

- 3.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g. the front cover, back cover, title page, and author of a book or reading selection).
  - b. Demonstrate understanding of where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- 3.R.2 Identify grade level appropriate vocabulary.
- a. Use grade level appropriate academic vocabulary
- 3.R.3 Demonstrate an understanding of phonetic elements and decoding.
- a. Distinguish long-and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - b. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th,ch,sh), vowel digraphs (ea, oa, oo) and diphthongs (oi,ow).
  - c. Orally blend words that have three or more phonemes from the grade appropriate vocabulary words.
  - d. Orally segment multi-syllabic words from grade-appropriate vocabulary words.
  - e. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words from the grade-appropriate vocabulary words (e.g., sound out believe, later, labor.)



## English as a Second Language (ESL) Curriculum Standards

- f. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stōm/ ).
- 3.R.4 Read aloud short sentences made up of words from the Sight Words List and regular grade-appropriate vocabulary words (e.g., read aloud, "The girl is sitting on a short chair.")
- Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
  - Read aloud short sentences that are statements, questions, and exclamations, made up of words from the Sight Words List and regular words from grade-appropriate vocabulary words, with natural intonation (e.g., rising pitch at ends of questions).
  - Read aloud short passages made up of words from the Sight Words List at a normal pace with few errors.
- 3.R.5 Identify antonyms and synonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- Identify antonyms of lower grade level words
  - Identify synonyms of grade-level words.
- 3.R.6 Show knowledge of common affixes and root words.
- Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless-carelessly; polite-politely; angry-angrily; correct-correctly).
  - adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding "-er" to the verb forms (e.g., driver: teacher.)
  - Show knowledge of the relationship between; verbs and nouns formed by adding "-er" to the verb forms (e.g., driver; teacher.
- 3.R.7 Determine word meaning within context (compound, contractions, homographs, homophones).
- Demonstrates knowledge of the meaning of compound words by using knowledge of individual known words.
  - Demonstrates knowledge of familiar vocabulary words from grade-appropriate vocabulary words that have multiple meanings (e.g., run a race, run for office )
  - Demonstrates knowledge of a word with multiple meanings that best fits in a given context.
  - Demonstrates knowledge of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?"
  - Demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").

## English as a Second Language (ESL) Curriculum Standards

3.R.8 Determine the answer to a literal question regarding the meaning from a passage written with words from the Sight Words List and grade-appropriate vocabulary words.

- a. Determine the answer to a literal question regarding the meaning from a passage written with grade-appropriate content vocabulary.

3.R.9 Determine the antecedent reference of a personal pronoun

- a. Determine the antecedent of a personal pronoun.

3.R.10 Determine the antecedent reference of a noun or noun phrase.

- a. Determine the antecedent of a noun or noun phrase.

3.R.11 Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in chronological order).

- a. Show understanding of the order of events within a sequence or a process.

3.R.12 Identify the main idea or main topic when it is explicitly stated or not explicitly stated.

- a. Identify the main idea or main topic when it is not explicitly stated.

3.R.13 Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast

3.R.14 Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, ) using reading strategies, make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

- a. Predict what would most likely happen next in a narrative.
- b. Distinguish between fact and opinion.

3.R.15 Use context clues to learn about characters in a story. I

- a. Identify the main character and all other important characters in a story.
- b. Infer characters' feelings about themselves or their surroundings at different points in a story.
- c. Identify the main character's attempts to solve his or her problem in a story (i.e. major plot events).

3.R.16 Demonstrate an understanding of the most important details in a story.

- a. Demonstrate an understanding of the most important details in a story by drawing a picture with correct details of the story.

3.R.17 Differentiate among the literary elements of plot, character, and setting.

- a. Demonstrates understanding of the literary elements of plot, character, and setting.

Writing Accomplishments

- 3.W.1 The student will develop the structural skills of the writing process .
- Write cursive letters in upper- and lower case
  - Write dictated words and sentences.
- 3.W.2 Write dictated words and sentences.
- Write dictated words and sentences.
- 3.W.3 Write the correct form of appropriate regular verbs on grade level
- Write the correct form of appropriate regular verbs on grade level
- 3.W.4 Write the correct form of appropriate irregular verbs (e.g., make/made).
- Choose the correct form of an irregular verb in a multiple choice format
- 3.W.5 Write the correct form of common verb + preposition phrases
- Write the correct form of familiar common verb + preposition phrases
- 3.W.6 Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- Write the correct form of subject-verb agreement with count nouns both with and without intervening words
- 3.W.7 Write the correct form of irregular count plurals (e.g., child/children)
- Write the correct form of irregular count plurals (e.g., child/children) independently
- 3.W.8 Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary
- Use indefinite articles “a” and “an” correctly with count nouns from grade appropriate vocabulary independently
- 3.W.9 Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives.
- 3.W.10 Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- 3.W.11 Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- Use common regular comparative and superlative forms of adjectives (e.g., bigger; strongest).

## English as a Second Language (ESL) Curriculum Standards

- 3.W.12 Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- Begin to use possessive pronouns correctly
- 3.W.13 Write a letter that usually is used to represent a phoneme (i.e. “bot” for boat.)
- Write a letter that usually is used to represent a phoneme
- 3.W.14 Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way.)
- Spell high-frequency words that are phonemically regular (e.g. /mm/ /a/ /nn/ written m-a-n) or that have common orthographic patterns (i.e. /a/ spelled “ay” in way. )
- 3.W.15 Spell high-frequency words that are largely irregular.
- Spell high-frequency words that are largely irregular
- 3.W.16 Spell common contractions
- Spell common contractions
- 3.W.17 Use periods at the ends of sentences.
- Use periods at the ends of sentences
- 3.W.18 Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- 3.W.19 Use question marks at the ends of questions.
- Use question marks at the ends of questions
- 3.W.20 Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- 3.W.21 Use commas in addresses.
- Use commas in addresses
- 3.W.22 Use apostrophes in contractions.
- Use apostrophes in contractions
- 3.W.23 Capitalize the first word in a sentence.
- Capitalize the first word in a sentence
- 3.W.24 Capitalize first and last names.
- Capitalize first and last names
- 3.W.25 Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).

## English as a Second Language (ESL) Curriculum Standards

- a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa)
- 3.W.26 Capitalize days of the week and months of the year.
  - a. Capitalize days of the week and months of the year
- 3.W.27 Capitalize names of familiar books.
  - a. Capitalize names of familiar books
- 3.W.28 Capitalize all salutations and closings.
  - a. Capitalize all salutations and closings
- 3.W.29 Capitalize street names.
  - a. Capitalize street names
- 3.W.30 Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
  - a. Edit mechanical writing errors based on the rules and features of grammar and sentences tested at Pre-K through Grade 2.
- 3.W.31 Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Fourth Grade ESL**

**Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

**Beginner:**

Listening

4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.

4.L.2. Demonstrate an understanding of cause and effect,

4.L.3. Identify the main idea of a grade-level passage.

4.L.4. Respond to literal or inferential oral comprehension questions.\*

4.L.5. Recognize vocabulary in fundamental and specialized concepts in content areas.

4.L.6. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*

4.L.7. Demonstrate understanding of different forms of text

4.L.8. Demonstrate understanding of figurative language.

Speaking

4.S.1. Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

4.S.2. Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

4.S.3. Read words that have three or more phonemes and words that are multi-syllabic.

4.S.4. Use English in social and classroom settings.

4.S.5. Use generally acceptable grammar when speaking.

4.S.6. Ask and respond to questions intended to provide information on a grade-level school-based topic.

4.S.7. Use multiple sentences or phrases to speak about a grade appropriate topic.

## English as a Second Language (ESL) Curriculum Standards

### Reading

- 4.R.1 Demonstrate an understanding of basic print concepts.
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- 4.R.4 Read Sentences with intonation and fluency.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- 4.R.15 Identify cause and effect in a reading passage.
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.

## English as a Second Language (ESL) Curriculum Standards

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

4.R.22 Use and discern appropriate reference sources

### Writing

4.W.1 The student will develop the structural skills of the writing process .

4.W.2 Use correct form of appropriate verbs.

4.W.3 Use correct form for subject form agreement.

4.W.4 Use nouns correctly.

4.W.5 Use indefinite articles “a” and “an” correctly in writing.

4.W.6 Use pronouns correctly in writing.

4.W.7 Use adjectives correctly in writing

4.W.8 Use adverbs in appropriate word order in sentences.

4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).

4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).

4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).

4.W.12 Use phonetic strategies to spell words correctly.

4.W.13 Use punctuation correctly when writing.

4.W.14 Use capital letters correctly in writing.

4.W.15 Use appropriate editing skills.

4.W.16 Write sentences.



## English as a Second Language (ESL) Curriculum Standards

### 4.W.17 Write and edit different types of paragraphs.

#### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
- Demonstrate understanding of everyday beginner vocabulary focusing on singular concrete nouns using gestures and visual cues.
  - Demonstrate understanding of simple adjective (for example: big, small, hot, cold) using gestures and visual cues.
  - Demonstrate understanding of words that show location of items (In, on, above, under, beside, in front of, behind, between)
  - Demonstrate understanding of simple statements (SVO, SV, and present tense, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle
  - Demonstrate understanding of language functions (e.g., greetings) with gestures.
  - Observe and imitate class members' responses to teacher directions.
  - Use gestures to demonstrate understanding of single word by pointing to recognizable items.
  - Use this process with content area vocabulary when possible.
- 4.L.2. Demonstrate an understanding of cause and effect.
- Use gestures to show recognition of "because" as the language of cause and effect.
  - After modeling, student will raise hand or card when they hear the word "because".
- 4.L.3. Identify the main idea of a grade-level passage.
- Listen for the topic word that would identify a group of pictures.
  - Signal recognition by raising hand or card.
- 4.L.4. Respond to literal or inferential oral comprehension questions.\*
- Respond to literal questions after listening to a 2-3 sentence reading selection.
  - Understand simple inference questions about non-print text (pictures, graphs).
  - Identify the characters in a narrative/paragraph.
- 4.L.5. Recognize vocabulary in fundamental and specialized concepts in content areas.
- Recognize basic content terms. (e.g. Shapes, function words for symbols in math, simple map symbols in S.S., animals)

## English as a Second Language (ESL) Curriculum Standards

4.L.6. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*

- a. With prompting, identify beginning, middle and end after listening to oral reading selection.

4.L.7. Demonstrate understanding of different forms of text

4.L.8. Demonstrate understanding of figurative language.

### Speaking Accomplishments

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

- a. Understandably pronounce the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, use non-verbal gestures to communicate basic needs and other social interactions.
- b. Repeat modeled pronunciation of the singular and regular plural form of nouns.
- c. Repeat modeled pronunciation of specific nouns for some irregular plural forms such as man/men, woman/women, child/children, mouse/mice.
- d. Repeat modeled pronunciation of comparative adjectives such as big, bigger, biggest.
- e. Repeat modeled pronunciation of the present tense forms of regular verbs.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Participate in chants, songs, poetry and repetitive texts in content areas.
- b. Use correct intonation when asking and answering Yes/No questions.
- c. Use correct sounds for consonants. Use letter sound matches to decode words.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

- a. Repeat modeled methods of syllable awareness through clapping and counting.

4.S.4 Use English in social and classroom settings.

- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses.
- b. Say name in response to question requesting student's name. Say age in response to question requesting student's age.

4.S.5 Use generally acceptable grammar when speaking.

- a. Produce subject –verb phrases.
- b. Repeat modeled sentences using present and past tense verbs.
- c. Repeat modeled sentences using helping verbs: can, may, might, will, could, would, should, have to, must.

## English as a Second Language (ESL) Curriculum Standards

- d. Repeat modeled sentences using no, n't and not, emphasizing placement in the sentence.
  - e. Repeat modeled phrases using visual cues with quantifiers (a couple of, many) with count nouns.
  - f. Repeat modeled phrases using "the" before nouns.
  - g. Use visual cues to practice repeating modeled phrases for prepositions of positions.
  - h. Using sequence pictures, point to which picture goes first, which picture goes next, which goes next, which is last. Repeat words first, next, last to go with the picture.
- 4.S.6. Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Use gestures or yes/no responses to questions from teacher and/or other members of group about a topic.
  - b. Demonstrate with gestures and actions how to use familiar objects, repeating modeled words identifying actions.
  - c. Communicate with socially appropriate gestures to express needs and wants, ask permission, and ask for clarification. Match modeled words to gestures to name item needed, restroom, water, please, what?
  - d. Use gestures to show a preference, make a choice.
  - e. Imitate model for gestures to show like or dislike (shaking head "no" or nodding head for "yes").
- 4.S.7. Use multiple sentences or phrases to speak about a grade appropriate topic.
- a. Use gestures to demonstrate or point to what is first, next, last in a classroom activity. Match modeled words to explain steps in process or chronological order.
  - b. Using sequence pictures, point to which picture goes first, which picture goes next, which goes next, which is last. Repeat words first, next, last to go with the picture.
  - c. Use gestures to show understanding of same and different.
  - d. Match gestures to modeled words for right, left, up, down, north, south, east, and west.

### Reading Accomplishments

- 4.R.1. Demonstrate an understanding of basic print concepts.
- a. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
  - b. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - c. Recognize and name all uppercase and lowercase letters.
  - d. Identify letters, printed words, and printed sentences.
- 4.R.2. Read high-frequency grade level appropriate vocabulary.

## English as a Second Language (ESL) Curriculum Standards

- 4.R.3. Demonstrate an understanding of phonetic elements and decoding skills.
- Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh)
  - Orally blend words that have three or more phonemes.
  - Orally segment single-syllable words.
  - Identify pairs of single-syllable words that rhyme.
  - Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words (e.g., sound out: for, far, fir, fur, her).
  - Sound out and blend words that have three or more phonemes.
  - Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stõm/).
- 4.R.4 Read Sentences with intonation and fluency.
- N/A
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- N/A
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- N/A
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- N/A
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- Demonstrate understanding of gender and number of personal pronouns.
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- Show understanding of the order of events within a sequence or a process (e.g., put a set of up to five pictures in chronological order).
  - N/A
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- N/A

## English as a Second Language (ESL) Curriculum Standards

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

- a. N/A

4.R.14 Demonstrate an understanding of comparisons and contrasts.

- a. N/A

4.R.15 Identify cause and effect in a reading passage.

- a. N/A

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. N/A

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

- a. N/A

4.R.18 Use context clues to learn about characters in a story.

- a. Identify the main character in a story.
- b. Infer a character's feelings at different points in a story using illustrations and teacher guidance.
- c. Identify the main character's problem in a story with teacher guidance (e.g., what is the main character trying to accomplish in the story?).

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

- a. Attend to details in a story. (e.g. color of shoes)

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

- a. Identify characters. Identify setting. Identify plot.
- b. Recognize plot features of fairy tales (fantasy stories, element of magic)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

- a. Identify a map.

4.R.22 Use and discern appropriate reference sources

### Writing Accomplishments

4.W.1 The student will develop the structural skills of the writing process.

4.W.2 Use correct form of appropriate verbs.

- a. N/A

## English as a Second Language (ESL) Curriculum Standards

- 4.W.3 Use correct form for subject form agreement.
  - a. N/A
- 4.W.4 Use nouns correctly.
  - a. Write common nouns.
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
  - a. N/A
- 4.W.6 Use pronouns correctly in writing.
  - a. Begin to use the correct singular subject pronouns.
  - b. Begin to use singular demonstrative pronouns appropriately (e.g., “This” or “that” is a cow).
- 4.W.7 Use adjectives correctly in writing
  - a. Begins to use my, mine, your, yours.
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
  - a. Write consonant letters for consonant sounds. (emergent phonetic writing)
- 4.W.13 Use punctuation correctly when writing.
  - a. Use periods at the ends of sentences.
- 4.W.14 Use capital letters correctly in writing.
  - a. Capitalize first and last names.
  - b. Capitalize days of the week and months of the year.
  - c. Begin to capitalize names of familiar books.
  - d. Underline or use italics for book titles
- 4.W.15 Use appropriate editing skills.
  - a. N/A
- 4.W.16 Write sentences.
  - a. N/A

## English as a Second Language (ESL) Curriculum Standards

- 4.W.17 Write and edit different types of paragraphs.  
a. N/A

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Beginner:**

#### Listening

4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.

4.L.2. Demonstrate an understanding of cause and effect,

4.L.3 Identify the main idea of a grade-level passage.

4.L.4. Respond to literal or inferential oral comprehension questions.\*

4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.

4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*

## English as a Second Language (ESL) Curriculum Standards

4.L.7 Demonstrate understanding of different forms of text

4.L.8 Demonstrate understanding of figurative language.

### Speaking

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

4.S.4 Use English in social and classroom settings.

4.S.5 Use generally acceptable grammar when speaking.

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.

### Reading

4.R.1 Demonstrate an understanding of basic print concepts.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.

4.R.4 Read Sentences with intonation and fluency.

4.R.5 Identify antonyms and synonyms of grade-level words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

4.R.8 Determine the answer to a literal or inference question from a passage.

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.



## English as a Second Language (ESL) Curriculum Standards

- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- 4.R.15 Identify cause and effect in a reading passage.
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources

### Writing

- 4.W.1 The student will develop the structural skills of the writing process .
- 4.W.2 Use correct form of appropriate verbs.
- 4.W.3 Use correct form for subject form agreement.
- 4.W.4 Use nouns correctly.
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- 4.W.6 Use pronouns correctly in writing.

## English as a Second Language (ESL) Curriculum Standards

4.W.7 Use adjectives correctly in writing

4.W.8 Use adverbs in appropriate word order in sentences.

4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).

4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).

4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).

4.W.12 Use phonetic strategies to spell words correctly.

4.W.13 Use punctuation correctly when writing.

4.W.14 Use capital letters correctly in writing.

4.W.15 Use appropriate editing skills.

4.W.16 Write sentences.

4.W.17 Write and edit different types of paragraphs.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

4.L.1. Show an understanding of everyday vocabulary in social and classroom settings. Demonstrate understanding of high beginner everyday vocabulary, i.e., singular and plural regular noun forms of concrete nouns.

a. Demonstrate understanding of comparative adjectives.

b. Use actions to demonstrate understanding of spatial prepositions by pointing to items or objects.

c. Demonstrate understanding of simple statements (SVO, SV, using past tense, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle

d. Demonstrate understanding of language functions (e.g., greetings, apologies) with one or more words in response.

e. Understand classroom directions (e.g., schedules)

f. Use gestures to demonstrate understanding of phrases by pointing to items named in phrase.

## English as a Second Language (ESL) Curriculum Standards

- 4.L.2. Demonstrate an understanding of cause and effect.
  - a. Use gestures to show recognition of language of cause and effect focusing on “therefore” and “thus.” After modeling, student will raise hand or card when they hear the words “therefore” and “thus.”
- 4.L.3 Identify the main idea of a grade-level passage.
  - a. Identify one key word in a short 2-3 sentence paragraph.
- 4.L.4. Respond to literal or inferential oral comprehension questions.\*
  - a. Respond to literal questions after listening to a short reading selection.
  - b. Understand simple inference questions pertaining to 1-2 related sentences.
  - c. Identify what the character does and what is done to the character.
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.
  - a. Recognize basic content terms (e.g. Shapes, function words for symbols in math, simple map symbols, oceans and continents in S.S., vertebrates)
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*
  - a. Identify beginning, middle, end after listening to oral reading selection.
- 4.L.7 Demonstrate understanding of different forms of text
  - a. After listening, draw a picture to show what the poem is about.
  - b. After listening, draw a picture to show what the short fictional narrative is about.
- 4.L.8 Demonstrate understanding of figurative language.
  - a. Give examples of similes and after modeling, have student draw pictures of examples.
  - b. Give examples of metaphors and after modeling, have student draw pictures of examples.

### Speaking Accomplishments

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
  - a. Use simple words and phrases in addition to gestures to communicate basic needs; tell name and age, begin to speak a few words using simple English grammatical forms-noun/verb phrasing; expand speaking vocabulary to include additional body parts, animals, house parts and furniture, address and phone number, days of the week and months of the year.
  - b. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with regular plural form, i.e. for

## English as a Second Language (ESL) Curriculum Standards

- which –s is the appropriate ending. Include grade appropriate vocabulary as much as possible.
- c. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with irregular plural form. Include grade appropriate content vocabulary as much as possible.
  - c. Using visual cues and or realia, compare items and match with appropriate comparative adjectives, emphasizing pronunciation of endings. Include grade appropriate content vocabulary as much as possible.
  - d. Distinguish tense (time of action) and pronounce past tense of the regular verbs.
- 4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- a. Use limited vocabulary on familiar topics in discussions with some pauses and momentary silence.
  - b. Repeat modeled –wh questions and answers using correct intonation. (For example using Brown Bear, Brown Bear)
  - c. Use sound stretching and sound blending to decode words.
- 4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.
- a. Show awareness of syllables by clapping and counting.
- 4.S.4 Use English in social and classroom settings.
- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses.
  - b. Respond with address and telephone when asked.
- 4.S.5 Use generally acceptable grammar when speaking. Formulate simple sentences.
- a. Show ability to use present and past tense correctly.
  - b. Formulate sentences using helping verbs appropriately.
  - c. Demonstrate knowledge of placement of no and not in sentences by using them with accurate word order.
  - d. Begin to use will and can in appropriate situations (e.g. predicting "What will happen next?")
  - e. Show ability to use “a couple of” and “many” correctly.
  - f. Demonstrate the ability to say phrases using “the” before nouns.
  - g. Demonstrate ability to use prepositions of position in phrases correctly.
  - h. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).
- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Use one-word answers and limited vocabulary to respond to questions from the teacher or member of group.

## English as a Second Language (ESL) Curriculum Standards

- b. Use one or two words to identify action used with familiar objects.
  - c. Use words to communicate needs and wants, ask permission, and ask for clarification, thank you.
  - d. Use one or 2 words to show a preference or make a choice.
  - e. Use yes or no or yes, please, or no thank you, or other appropriate short answer responses.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
- a. Use one or 2 words to explain steps in an activity or chronological order.
  - b. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).
  - c. Repeat modeled adjectives that describe the two compared items.
  - d Use modeled words to tell where one thing is in relation to another.

### Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
  - c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - d. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - e. Identify letters, printed words, and printed sentences.
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo)
  - d. Orally blend words that have three or more phonemes.
  - e. Orally segment multi-syllabic words.
  - f Identify pairs of single-syllable words that rhyme.
  - g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
  - h. Read words that have three or more phonemes and words that are multi-syllabic,

## English as a Second Language (ESL) Curriculum Standards

- i. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stōm/).
- 4.R.4 Read Sentences with intonation and fluency.
- a. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, "The girl is sitting on a short chair.")
  - b. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- a. Identify antonyms of simple words (e.g., hot and cold, up and down, over and under, big and small).
  - b. Identify synonyms of simple words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
  - b. Show knowledge of the relationship· adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness);
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
  - b. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep incline, steep prices, tears of sadness, tears his shirt).
  - c. Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?").
  - d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - e. Begin to demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- a. Identify personal pronouns.
  - b. Determine the antecedent reference of a personal pronoun.

## English as a Second Language (ESL) Curriculum Standards

- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- Begin to determine the antecedent reference of a noun.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- Show understanding of the order of events within a sequence or a process with visual cues (e.g., put a set of three sentences into chronological order).
  - Recognize a descriptive reading selection; recognize comparison and contrast reading selections.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- Begins to identify the main idea or main topic when it is explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- Identify the best summary of an informative reading selection with teacher direction.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- N/A
- 4.R.15 Identify cause and effect in a reading passage.
- Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because)
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- N/A
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- Predict what would most likely happen next in a narrative.
  - Draw conclusions based on evidence gained from supporting details in text with teacher guidance.
  - Distinguish between fact and opinion
- 4.R.18 Use context clues to learn about characters in a story.
- Identify the main character and all other important characters in a story.
  - Infer a character's feelings at different points in a story.
  - Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- Decide which details are most important in a story.

## English as a Second Language (ESL) Curriculum Standards

- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution).
- Identify the literary elements of plot, character, setting, and point of view.
  - Recognize plot features of fables (lesson from story)
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- Find and interpret information in grade-appropriate graphic material that includes maps, graphs, timelines, and diagrams.
- 4.R.22 Use and discern appropriate reference sources
- Identify a dictionary and encyclopedia, magazines and newspapers.

### Writing Accomplishments

- 4.W.1 The student will develop the structural skills of the writing process .
- Print in upper and lower case.
  - Write dictated words and sentences.
- 4.W.2 Use correct form of appropriate verbs.
- Write the correct form of appropriate regular verbs.
  - Write the correct form of appropriate irregular verbs (e.g., make/made).
  - Write the correct form of modal auxiliaries can, could, may + base form of verbs
  - Use present perfect verb forms. (have been)
  - Use present progressive verb forms.
  - Express future time with “will” and “going to”.
- 4.W.3 Use correct form for subject form agreement.
- 4.W.4 Use nouns correctly.
- Use nouns as subject.
  - Begin to form possessive nouns correctly (e.g., Bill’s coat).
  - Begin to write the correct form of irregular count plurals (e.g., child/children)
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- Begin to use indefinite articles “a” and “an” correctly with count nouns.
- 4.W.6 Use pronouns correctly in writing.
- Begin to use the correct number and case of personal pronouns (i.e., subject and object; first person, second person and third person)
  - Begin to use plural demonstrative pronouns appropriately (e.g., “These/those are apples”).
  - Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).



## English as a Second Language (ESL) Curriculum Standards

- d. Begin to use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each,, everybody everything, many, nobody, , no one, nothing, one, some, somebody, someone, something.
- 4.W.7 Use adjectives correctly in writing.
- Begin to use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
  - Begin to use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- Begin to write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing)
  - Begin to spell high-frequency words that are phonemically regular or that have common orthographic patterns.(word families)
  - Begin to spell high-frequency words that are largely irregular.(e.g. Sight words)
  - Begin to spell common contractions.
- 4.W.13 Use punctuation correctly when writing.
- Use periods at the ends of sentences.
  - Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - Use question marks at the ends of questions
  - Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - Begin to use commas in addresses.
  - Use commas with nouns in a series (e.g., You will need scissors, glue, and a ruler.).
  - Use apostrophes in contractions.
- 4.W.14 Use capital letters correctly in writing.
- Capitalize the first word in a sentence.
  - Capitalize first and last names.
  - Begin to capitalize common titles of people.(Mr., Mrs., Miss, Ms. Dr.)
  - Capitalize names of cities, states, and countries.

## English as a Second Language (ESL) Curriculum Standards

- e. Begin to capitalize names of familiar books. Underline or use italics for book titles
  - f. Capitalize all salutations and closings in letters..
  - g. Capitalize street names.
- 4.W.15 Use appropriate editing skills.
- a. Begin to recognize and correct writing errors (capitalization and end punctuation(period, question, exclamation))
- 4.W.16 Write sentences.
- a. Begins to approximate grammatically simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective). Em4.L.1. Show an understanding of everyday vocabulary in social and classroom settings. Demonstrate understanding of high beginner everyday vocabulary, i.e., singular and plural regular noun forms of concrete nouns.
    - a. Demonstrate understanding of comparative adjectives.
    - b. Use actions to demonstrate understanding of spatial prepositions by pointing to items or objects.
    - c. Demonstrate understanding of simple statements (SVO, SV, using past tense, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle
    - d. Demonstrate understanding of language functions (e.g., greetings, apologies) with one or more words in response.
      - e. Understand classroom directions (e.g., schedules)
      - f. Use gestures to demonstrate understanding of phrases by pointing to items named in phrase..
  - 4.L.2. Demonstrate an understanding of cause and effect. Use gestures to show recognition of language of cause and effect focusing on “therefore” and “thus.” After modeling, student will raise hand or card when they hear the words “therefore” and “thus.”
  - 4.L.3 Identify the main idea of a grade-level passage. Identify one key word in a short 2-3 sentence paragraph.
  - 4.L.4. Respond to literal or inferential oral comprehension questions.\* Respond to literal questions after listening to a short reading selection.
    - a. Understand simple inference questions pertaining to 1-2 related sentences.
    - b. Identify what the character does and what is done to the character.
  - 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas. Recognize basic content terms (e.g. Shapes, function words for symbols in math, simple map symbols, oceans and continents in S.S., vertebrates)
  - 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\* Identify beginning, middle, end after listening to oral reading selection.
  - 4.L.7 Demonstrate understanding of different forms of text
    - a. After listening, draw a picture to show what the poem is about.
    - b. After listening, draw a picture to show what the short fictional narrative is about.
  - 4.L.8 Demonstrate understanding of figurative language.

## English as a Second Language (ESL) Curriculum Standards

- a. Give examples of similes and after modeling, have student draw pictures of examples.
- b. Give examples of metaphors and after modeling, have student draw pictures of examples.

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary. Use simple words and phrases in addition to gestures to communicate basic needs; tell name and age, begin to speak a few words using simple English grammatical forms-noun/verb phrasing; expand speaking vocabulary to include additional body parts, animals, house parts and furniture, address and phone number, days of the week and months of the year.

- a. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with regular plural form, i.e. for which –s is the appropriate ending. Include grade appropriate vocabulary as much as possible.
- b. Using visual cues, distinguish one thing as different from more than one by counting and naming objects, in singular nouns with irregular plural form. Include grade appropriate content vocabulary as much as possible.
- c. Using visual cues and or realia, compare items and match with appropriate comparative adjectives, emphasizing pronunciation of endings. Include grade appropriate content vocabulary as much as possible.
- d. Distinguish tense (time of action) and pronounce past tense of the regular verbs.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency. Use limited vocabulary on familiar topics in discussions with some pauses and momentary silence.

- a. Repeat modeled –wh questions and answers using correct intonation. (For example using Brown Bear, Brown Bear)
- b. Use sound stretching and sound blending to decode words.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

- a. Show awareness of syllables by clapping and counting.

4.S.4 Use English in social and classroom settings. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses.

- a. Respond with address and telephone when asked.

4.S.5 Use generally acceptable grammar when speaking. Formulate simple sentences.

- a. Show ability to use present and past tense correctly.
- b. Formulate sentences using helping verbs appropriately.
- c. Demonstrate knowledge of placement of no and not in sentences by using them with accurate word order.
- d. Begin to use will and can in appropriate situations (e.g. predicting "What will happen next?")

## English as a Second Language (ESL) Curriculum Standards

- e. Show ability to use “a couple of” and “many” correctly.
  - f. Demonstrate the ability to say phrases using “the” before nouns.
  - g. Demonstrate ability to use prepositions of position in phrases correctly.
  - h. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).
- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Use one-word answers and limited vocabulary to respond to questions from the teacher or member of group.
  - b. Use one or two words to identify action used with familiar objects.
  - c. Use words to communicate needs and wants, ask permission, ask for clarification, thank you.
  - d. Use one or 2 words to show a preference or make a choice.
  - e. Use yes or no or yes, please, or no thank you, or other appropriate short answer responses.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic. Use one or 2 words to explain steps in an activity or chronological order.
- a. Using sequence pictures, repeat modeled phrases of time order words (first, next, then, last).
  - b. Repeat modeled adjectives that describe the two compared items.
  - c. Use modeled words to tell where one thing is in relation to another.

### Reading

- 4.R.1 Demonstrate an understanding of basic print concepts. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
  - b. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - d. Identify letters, printed words, and printed sentences.
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- a. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - b. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo)

## English as a Second Language (ESL) Curriculum Standards

- c. Orally blend words that have three or more phonemes.
  - d. Orally segment multi-syllabic words.
  - e. Identify pairs of single-syllable words that rhyme.
  - f. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
  - g. Read words that have three or more phonemes and words that are multi-syllabic,.
  - h. Sound out and blend three- and four-phoneme "nonsense" words, analogous to real words (e.g., given the written non-word "stom," students say the sounds in order and blend them to speak /stöm/ ).
- 4.R.4 Read Sentences with intonation and fluency. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, "The girl is sitting on a short chair.")
- a. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).
- 4.R.5 Identify antonyms and synonyms of grade-level words. Identify antonyms of simple words (e.g., hot and cold, up and down, over and under, big and small).
- a. Identify synonyms of simple words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words. Show knowledge of the meaning of common prefixes with appropriate grade level words.
- a. Show knowledge of the relationship adjectives and nouns formed by adding "-ness" to the adjective form (e.g., kindness; happiness);
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms). Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
- a. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep incline, steep prices, tears of sadness, tears his shirt).
  - b. Determine the correct use of homographs and homophones using context clues (e.g., "Turn right, not left," "Did you get the right answer?").
  - c. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - d. Begin to demonstrate an understanding of common idioms (e.g., "Don't let the cat out of the bag").
- 4.R.8 Determine the answer to a literal or inference question from a passage. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns. Identify personal pronouns. Determine the antecedent reference of a personal pronoun.

## English as a Second Language (ESL) Curriculum Standards

4.R.10 Determine the antecedent reference of a noun or noun phrase. Begin to determine the antecedent reference of a noun.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts. Show understanding of the order of events within a sequence or a process with visual cues (e.g., put a set of three sentences into chronological order).

a. Recognize a descriptive reading selection; recognize comparison and contrast reading selections.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated. Begin to identify the main idea or main topic when it is explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

a. Identify the best summary of an informative reading selection with teacher direction.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

N/A

4.R.15 Identify cause and effect in a reading passage.

Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because)

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive. N/A

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction. Predict what would most likely happen next in a narrative.

a. Draw conclusions based on evidence gained from supporting details in text with teacher guidance.

b. Distinguish between fact and opinion

4.R.18 Use context clues to learn about characters in a story.

Identify the main character and all other important characters in a story.

a. Infer a character's feelings at different points in a story.

b. Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).

4.R.19 Demonstrate an understanding of which details are the most important details in a story. Decide which details are most important in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution). Identify the literary elements of plot, character, setting, and point of view.

## English as a Second Language (ESL) Curriculum Standards

a. Recognize plot features of fables (lesson from story)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

Find and interpret information in grade-appropriate graphic material that includes maps, graphs, timelines, and diagrams.

4.R.22 Use and discern appropriate reference sources

Identify a dictionary and encyclopedia, magazines and newspapers.

### Writing

4.W.1 The student will develop the structural skills of the writing process .

- a. Print in upper and lower case .
- b. Write dictated words and sentences.

4.W.2 Use correct form of appropriate verbs. Write the correct form of appropriate regular verbs.

- a. Write the correct form of appropriate irregular verbs (e.g., make/made).
- b. Write the correct form of modal auxiliaries can, could, may + base form of verbs
- c. Use present perfect verb forms. (have been)
- d. Use present progressive verb forms.
- e. Express future time with “will” and “going to”.

4.W.3 Use correct form for subject form agreement.

4.W.4 Use nouns correctly. Use nouns as subject.

- a. Begin to form possessive nouns correctly (e.g., Bill’s coat).
- b. Begin to write the correct form of irregular count plurals (e.g., child/children).

4.W.5 Use indefinite articles “a” and “an” correctly in writing. Begin to use indefinite articles “a” and “an” correctly with count nouns.

4.W.6 Use pronouns correctly in writing. Begin to use the correct number and case of personal pronouns (i.e., subject and object; first person, second person and third person)

- a. Begin to use plural demonstrative pronouns appropriately (e.g., “These/those are apples”).
- b. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., “What is he doing?”).
- c. Begin to use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each,, everybody everything, many, nobody, , no one, nothing, one, some, somebody, someone, something.

## English as a Second Language (ESL) Curriculum Standards

- 4.W.7 Use adjectives correctly in writing. Begin to use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
- Begin to use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly. Begin to write consonant letter for consonant sound. and vowels for vowel sounds. (emergent phonetic writing)
- Begin to spell high-frequency words that are phonemically regular or that have common orthographic patterns.(word families)
  - Begin to spell high-frequency words that are largely irregular.(e.g. Sight words)
  - Begin to spell common contractions.
- 4.W.13 Use punctuation correctly when writing. Use periods at the ends of sentences.
- Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - Use question marks at the ends of questions
  - Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - Begin to use commas in addresses.
  - Use commas with nouns in a series (e.g., You will need scissors, glue, and a ruler.).
  - Use apostrophes in contractions.
- 4.W.14 Use capital letters correctly in writing. Capitalize the first word in a sentence.
- Capitalize first and last names.
  - Begin to capitalize common titles of people.(Mr., Mrs., Miss, Ms. Dr.)
  - Capitalize names of cities, states, and countries.
  - Begin to capitalize names of familiar books. Underline or use italics for book titles
  - Capitalize all salutations and closings in letters.
  - Capitalize street names.
- 4.W.15 Use appropriate editing skills. Begin to recognize and correct writing errors (capitalization and end punctuation(period, question, exclamation))
- 4.W.16 Write sentences.



## English as a Second Language (ESL) Curriculum Standards

- a. Begin to approximate grammatically simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective). Emergent writing
- b. Begin to formulate negative sentences without double negatives.
- c. Begin to identify run-on sentences and sentence fragments.

4.W.17 Write and edit different types of paragraphs.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Intermediate:**

#### Listening

4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.

4.L.2. Demonstrate an understanding of cause and effect,

4.L.3 Identify the main idea of a grade-level passage.

4.L.4. Respond to literal or inferential oral comprehension questions.\*

## English as a Second Language (ESL) Curriculum Standards

4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.

4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*

4.L.7 Demonstrate understanding of different forms of text

4.L.8 Demonstrate understanding of figurative language.

### Speaking

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

4.S.4 Use English in social and classroom settings.

4.S.5 Use generally acceptable grammar when speaking.

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.

### Reading

4.R.1 Demonstrate an understanding of basic print concepts.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.

4.R.4 Read Sentences with intonation and fluency.

4.R.5 Identify antonyms and synonyms of grade-level words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

4.R.8 Determine the answer to a literal or inference question from a passage.

## English as a Second Language (ESL) Curriculum Standards

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

4.R.10 Determine the antecedent reference of a noun or noun phrase.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

4.R.15 Identify cause and effect in a reading passage.

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

4.R.18 Use context clues to learn about characters in a story.

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

4.R.22 Use and discern appropriate reference sources

### Writing

4.W.1 The student will develop the structural skills of the writing process .

4.W.2 Use correct form of appropriate verbs.

4.W.3 Use correct form for subject form agreement.

4.W.4 Use nouns correctly.

## English as a Second Language (ESL) Curriculum Standards

- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- 4.W.6 Use pronouns correctly in writing.
- 4.W.7 Use adjectives correctly in writing
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- 4.W.13 Use punctuation correctly when writing.
- 4.W.14 Use capital letters correctly in writing.
- 4.W.15 Use appropriate editing skills.
- 4.W.16 Write sentences.
- 4.W.17 Write and edit different types of paragraphs.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Demonstrate understanding of intermediate everyday vocabulary, i.e., singular and plural regular and irregular nouns.
  - b. Demonstrate understanding of superlative adjectives.
  - c. Use actions to demonstrate understanding of spatial prepositions by placing items according to verbal directions.
  - d. Demonstrate understanding of simple statements (SVO, SV, past or present, made of words, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).

## English as a Second Language (ESL) Curriculum Standards

- e. Demonstrate understanding of language functions (requests, offers of help) with short phrase responses.
  - f. Understand classroom directions (e.g., homework assignments)
  - g. Demonstrate an understanding of simple verbal directions using words, pertaining to one identifying criteria.
- 4.L.2. Demonstrate an understanding of cause and effect.
- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect using “so” and “consequently.”
- 4.L.3 Identify the main idea of a grade-level passage.
- a. Identify the main idea of a paragraph.
- 4.L.4. Respond to literal or inferential oral comprehension questions.\*
- a. Respond to inferential questions after listening to a short reading selection.
  - b. Understanding simple inference questions pertaining to a short paragraph.
  - c. Identify clues that tell about the character (actions, motives and appearances).
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas.
- a. Recognize processes and vocabulary associated with processes. (e.g. regrouping, map keys, directions, latitude and longitude, habitats)
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*
- a. Demonstrate understanding of events that occurred in the reading passage, by naming them.
- 4.L.7 Demonstrate understanding of different forms of text.
- a. Answer literal questions about poem with one word answers or short phrases.
  - b. Answer literal questions about short fictional narrative with one word answers or short phrases.
- 4.L.8 Demonstrate understanding of figurative language.
- a. With prompting identify similes from examples.
  - b. With prompting identify metaphors from examples.

### Speaking Accomplishments

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- a. Retell familiar stories using learned vocabulary, describe a picture using some adjectives, use pronouns appropriately and understandably, intelligibly pronounce selected content vocabulary, with emphasis on concrete nouns and easily depicted action words.
  - b. Respond to questions requiring plural nouns using the -s ending. Example: How many are there? Response: There are 4 books. Use grade appropriate content as much as possible. There are five soldiers with General Washington.

## English as a Second Language (ESL) Curriculum Standards

- c. Respond to questions requiring irregular plural nouns. Use grade appropriate content as much as possible. Example: Name the animals pulling the covered wagon. Response: The oxen are pulling the covered wagon.
  - d. Respond to questions requiring comparative adjectives. Include grade appropriate content vocabulary as much as possible. Example: Jupiter is the largest planet.
  - e. Practice speaking and usage of past tense regular verbs. Recognize pattern of -ed endings on regular past tense verbs.
- 4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- a. Retell text using limited vocabulary, descriptive words, paraphrasing, and oral presentations with pauses and moments of silence.
  - b. Practice asking and answering –wh questions in structured conversations using appropriate intonation.
  - c. Begin to decode and pronounce unknown words automatically.
- 4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.
- a. Orally segment two syllable words moving from familiar to unfamiliar vocabulary.
  - b. Use grade appropriate content vocabulary as much as possible.
- 4.S.4 Use English in social and classroom settings.
- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, expanding to content area vocabulary.
  - b. Respond with name of country of origin, if applicable, when asked.
- 4.S.5 Use generally acceptable grammar when speaking.
- a. Understand the function of conjunctions (and, but, or) and produce compound subject sentences.
  - b. Repeat modeled sentences using present continuous, present perfect, and present perfect continuous.
  - c. Use the helping verbs in context and discourse.
  - d. Repeat modeled sentences using neither and nor, emphasizing word order placement in sentence.
  - e. Begin to use will and can in appropriate situations (in conversation).
  - f. Repeat modeled phrases using visual cues with quantifiers (a few, several,) with count nouns
  - f. Repeat modeled phrases using a/an before nouns and determine pattern of when to use “a” and when to use “an.”
  - g. Repeat modeled phrases using prepositions of time and place.
  - h. Begin to demonstrate understanding of the use of adjective + preposition combinations. (afraid of)
  - i. Arrange sequence pictures in order and orally tell story in phrases using sequence words.

## English as a Second Language (ESL) Curriculum Standards

- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- Participate in K-W-L discussions about a topic.
  - Use phrases to explain how familiar objects are used.
  - Use thank you, excuse me, I'm sorry, restroom please, drink please, help me please, and others
  - Use phrases or simple sentences to tell a preference or make a choice.
  - Use phrases or simple sentences expressing like or dislike.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
- Use phrases or simple sentences to explain steps in a process or chronological order.
  - Arrange sequence pictures in order and orally tell story in phrases using sequence words.
  - Use Venn diagram to compare and contrast 2 items.
  - Examine map and use modeled verb phrases (go north, go right, turn left, turn south) and following with finger to listen and follow directions on the map.

### Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
- Identify components of books (e.g., table of contents, page numbers, title page, and author and illustrator of a book or reading selection).
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
  - Orally segment multi-syllabic words.
  - Identify pairs of words that rhyme.
  - Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
  - Read words that have three or more phonemes and words that are multi-syllabic,
  - Read multi-syllabic "nonsense" words, analogous to real words.
- 4.R.4 Read Sentences with intonation and fluency.

## English as a Second Language (ESL) Curriculum Standards

- a. Begin to read aloud short sentences made up of simple vocabulary (e.g., read aloud, “The girl is sitting on a short chair.”)
  - b. Begin to read aloud short sentences that are statements, questions, and exclamations, made up of simple vocabulary, with natural intonation (e.g., rising pitch at ends of questions).
  - c. Begin to read aloud short passages made up of simple words.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- a. Identify antonyms of grade-level words.
  - b. Identify synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
  - b. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
  - b. Determine the meaning of a word with multiple meanings that best fits in a given context.
  - c. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
  - d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - e. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- a. Determine the antecedent reference of a pronoun including a personal pronoun, demonstrative pronoun, or indefinite pronoun.
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- a. Begin to determine the antecedent reference of a noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.



## English as a Second Language (ESL) Curriculum Standards

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
  - b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- a. Identify the main idea or main topic when it is explicitly stated.
  - b. Begin to identify the main idea or main topic when it is not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- a. After teacher modeling identify the best summary of an informative reading selection.
  - b. Begin to identify the important details that support a main idea or summary statement with teacher direction.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (e.g., but, however and some comparative and superlative adjectives.)
- 4.R.15 Identify cause and effect in a reading passage.
- a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, therefore, thus, and so).
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- a. Show understanding of the elements common to specific text structures: , narrative and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- a. Predict what would most likely happen next in a narrative.
  - b. Draw conclusions based on evidence gained from supporting details in text with teacher guidance.
  - c. Distinguish between fact and opinion.
- 4.R.18 Use context clues to learn about characters in a story.
- a. Identify the main character and all other important characters in a story.
  - b. Infer characters' feelings about themselves or their surroundings at different points in a story.
  - c. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).

## English as a Second Language (ESL) Curriculum Standards

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

- a. Demonstrate an understanding of the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

- a. Differentiate among the literary elements of plot, character, setting, point of view, and resolution.
- b. Recognize plot features of folk tales and myths (explanation stories)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

- a. Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

4.R.22 Use and discern appropriate reference sources

- a. Identify a dictionary and encyclopedia, magazines and newspapers, and electronic catalogs.

### Writing Accomplishments

4.W.1 The student will develop the structural skills of the writing process .

- a. Write cursive letters in upper- and lower case
- b. Write dictated words and sentences.

4.W.2 Use correct form of appropriate verbs.

- a. Write the correct form of appropriate grade-level regular verbs in sentences.
- b. Write the correct form of appropriate irregular verbs (e.g., make/made).
- c. Write the correct form of modal auxiliaries can, could, may, will, would, should, + base form of verbs.
- d. Use present perfect verb forms. (have been)
- e. Use present and past progressive verb forms.
- e. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
- f. Begin writing verb forms with non-verb functions (e.g., infinitives and gerunds).

4.W.3 Use correct form for subject form agreement.

- a. Begin to write the correct form of subject-verb agreement with count nouns and with intervening words. (e.g., one boy, three cows in the pasture are...)
- b. Write the correct form of subject-verb agreement with non-count nouns (e.g., water, air)

4.W.4 Use nouns correctly.

- a. Use nouns as subject and direct object.
- b. Form possessive nouns correctly (e.g., Bill’s coat).

## English as a Second Language (ESL) Curriculum Standards

- c. Write the correct form of irregular count plurals (e.g., child/children).
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- a. Use indefinite articles “a” and “an” correctly with count and non-count nouns.
- 4.W.6 Use pronouns correctly in writing.
- a. Use the correct number and case of personal pronouns (i.e., subject and object; first person, second person and third person)
  - b. Expand use of singular and plural demonstrative pronouns appropriately.
  - c. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
  - d. Begin to use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody, everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.
- 4.W.7 Use adjectives correctly in writing.
- a. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
  - b. Begin to use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” )
  - c. Begin to use adjective + preposition combinations (e.g., afraid of, full of, sick with) and verb + preposition combinations (e.g., pull up, push down)
- 4.W.8 Use adverbs in appropriate word order in sentences.
- a. Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- a. Identify direct quotations (e.g., Martha said, “I have a headache”)
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- a. Begin to write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing) for simple words.
  - b. Begin to spell high-frequency grade-level words that are largely regular.
  - c. Begin to spell high-frequency grade level words that are largely irregular.
  - d. Spell common contractions.
  - e. Begin to spell words that involve these rules for conjoining morphemes: Dropping a final e, doubling a final consonant, changing y to I, and adding s or es

## English as a Second Language (ESL) Curriculum Standards

- (e.g., hop + ing = hopping, study + ed = studied, serve + ice = service, bunch + es = bunches).
- f. Begin to spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
  - g. Begin to spell content grade level words with non-English spellings (e.g., bouquet).
- 4.W.13 Use punctuation correctly when writing.
- a. Use periods at the ends of sentences.
  - b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - c. Use question marks at the ends of questions
  - d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - e. Use commas in addresses.
  - f. Begin to use commas with adjectives and nouns in a series (e.g., You will need good scissors, washable glue, and a long ruler.).
  - g. Begin to use commas joining two independent clauses with “and” “but” or “or” (e.g., “You can stay here, or you can go home.”)
  - h. Begin to identify misplaced commas, based on rules taught to date.
  - i. Use apostrophes in contractions.
  - j. Begin to use apostrophes to show possession for singular nouns and plural nouns.
  - k. Begin to use quotation marks with direct quotations (e.g., Mike said, “I want a new skateboard.”)
  - l. Begin to use quotation marks in direct quotations with attributive text at the end (e.g., “Take care of the cat,” Juanita said.)
  - m. Begin to use commas in direct quotations at the levels and situations described for direct quotations in this section.
- 4.W.14 Use capital letters correctly in writing.
- a. Capitalize the first word in a sentence.
  - b. Capitalize first and last names.
  - c. Capitalize common titles of people.(Mr., Mrs., Miss, Ms. Dr.)
  - d. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - e. Capitalize names of cities, states, and countries.
  - f. Capitalize names of familiar books. Underline or use italics for book titles.
  - g. Capitalize all salutations and closings in letters.
  - h. Begin to capitalize beginning of direct quotations.
  - i. Capitalize street names.
  - j. Capitalize mountains, rivers, and lakes.
- 4.W.15 Use appropriate editing skills.
- a. Begin to recognize and correct writing errors (capitalization and end punctuation (period, question, exclamation))

## English as a Second Language (ESL) Curriculum Standards

### 4.W.16 Write sentences.

- a. Begin to write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- b. Begin to write sentences compounded with "and" and "but."
- c. Formulate negative sentences without double negatives.
- d. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")
- e. Write appropriate who, what, when, and why questions from a given text (e.g., after reading about amphibians, write a question about the classifying traits of amphibians).
- f. Identify run-on sentences and sentence fragments.

### 4.W.17 Write and edit different types of paragraphs.

- a. Begin to write a brief descriptive paragraph with a topic sentence and two or three supporting details.
- b. Write a narrative paragraph.
- c. Write a narrative paragraph describing a personal experience.
- d. Determine the most effective order of sentences in a paragraph.
- e. Begin to determine where paragraph breaks should occur.
- f. Begin to choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- g. Eliminate an unnecessary sentence from a paragraph with guidance.

## Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

### Algebra

- a. Patterns
- b. Sorting

### Geometry

- a. Shapes
- b. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## English as a Second Language (ESL) Curriculum Standards

### **High Intermediate:**

#### Listening

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
- 4.L.2. Demonstrate an understanding of cause and effect,
- 4.L.3. Identify the main idea of a grade-level passage.
- 4.L.4. Respond to literal or inferential oral comprehension questions.\*
- 4.L.5. Recognize vocabulary in fundamental and specialized concepts in content areas.
- 4.L.6. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*
- 4.L.7. Demonstrate understanding of different forms of text
- 4.L.8. Demonstrate understanding of figurative language.

#### Speaking

- 4.S.1. Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- 4.S.2. Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 4.S.3. Read words that have three or more phonemes and words that are multi-syllabic.
- 4.S.4. Use English in social and classroom settings.
- 4.S.5. Use generally acceptable grammar when speaking.
- 4.S.6. Ask and respond to questions intended to provide information on a grade-level school-based topic.
- 4.S.7. Use multiple sentences or phrases to speak about a grade appropriate topic.

#### Reading

- 4.R.1. Demonstrate an understanding of basic print concepts.
- 4.R.2. Read high-frequency grade level appropriate vocabulary.

## English as a Second Language (ESL) Curriculum Standards

- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- 4.R.4 Read Sentences with intonation and fluency.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- 4.R.15 Identify cause and effect in a reading passage.
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- 4.R.18 Use context clues to learn about characters in a story.
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

## English as a Second Language (ESL) Curriculum Standards

### 4.R.22 Use and discern appropriate reference sources

#### Writing

- 4.W.1 The student will develop the structural skills of the writing process .
- 4.W.2 Use correct form of appropriate verbs.
- 4.W.3 Use correct form for subject form agreement.
- 4.W.4 Use nouns correctly.
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- 4.W.6 Use pronouns correctly in writing.
- 4.W.7 Use adjectives correctly in writing
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- 4.W.13 Use punctuation correctly when writing.
- 4.W.14 Use capital letters correctly in writing.
- 4.W.15 Use appropriate editing skills.
- 4.W.16 Write sentences.
- 4.W.17 Write and edit different types of paragraphs.

#### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.



Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Demonstrate a. understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs, expanding to content area nouns and verbs.
  - b. Demonstrate understanding of comparative and superlative adjectives.
  - c. Demonstrate understanding of spatial prepositions (position words).
  - d. Demonstrate understanding of simple statements (SVO, SV, past, present, or future) made of words, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
  - e. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies) with short phrase responses.
  - f. Understand classroom directions (e.g., schedules, homework assignments).
  - g. Demonstrate an understanding of complex verbal directions using words, pertaining to two identifying criteria (e.g., given the adjectives “tall” and “striped,” discriminate a tall boy with a striped shirt from other similar illustrations).
  
- 4.L.2. Demonstrate an understanding of cause and effect.
  - a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect using “since.”
  
- 4.L.3 Identify the main idea of a grade-level passage.
  - a. Identify the main idea of a narrative.
  
- 4.L.4. Respond to literal or inferential oral comprehension questions.\*
  - a. Answer literal or inferential oral comprehension questions.
  - b. Understand simple inference questions pertaining to a short narrative passage.
  - c. Understand an inference question about a character’s feelings
  
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas
  - a. Recognize processes associated with concepts. (e.g. key terms in words problems, types of maps, food chains)
  
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*
  - a. List events in order with prompting.
  
- 4.L.7 Demonstrate understanding of different forms of text.
  - a. Choose one word to identify topic of poem after listening.
  - b. Choose one word to identify topic of after listening.
  
- 4.L.8 Demonstrate understanding of figurative language.
  - a. Demonstrate understanding of simple similes.
  - b. Demonstrate understanding of simple metaphors.

Speaking Accomplishments

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- Expand oral-visual vocabulary with content area words in Science, Social Studies, and Math.
  - Using visual cues, distinguish one item as different from more than one by counting and naming items for which -es is the appropriate plural ending. Respond to questions requiring plural responses using the -es ending. Use grade appropriate content vocabulary as much as possible.
  - Using visual cues, distinguish one item as different from more than one by naming items for which the plural ending is irregular. Respond to questions requiring plural responses using the irregular plural ending. Use grade appropriate content vocabulary as much as possible.
  - Using visual cues and/or realia to describe or respond in sentences. For example, The red car is bigger than the blue car. Include grade appropriate content vocabulary as much as possible. Example: Mars is larger than Earth.
  - Correctly pronounce the -ed ending in phrases and sentences
- 4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- Participate effectively in social and academic conversations with occasional hesitations and difficulties.
  - Practice asking and answering questions in structured conversations using appropriate intonation.
  - Begin to read orally with accuracy and confidence using appropriate pacing, intonation and expression.
- 4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.
- Orally segment two and three syllable words moving from familiar to unfamiliar vocabulary.
  - Use grade appropriate content vocabulary as much as possible.
- 4.S.4 Use English in social and classroom settings.
- Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, expanding to content area vocabulary.
  - Tell about family members when requested.
- 4.S.5 Use generally acceptable grammar when speaking.
- Produce compound verb sentences.
  - Show ability to use present continuous, present perfect, present perfect continuous correctly.
  - Use more complex helping verbs in context. (e.g. had better, would rather)
  - Demonstrate knowledge of understanding and placement of neither/nor in sentences.

## English as a Second Language (ESL) Curriculum Standards

- e. Begins to use the correct form of modal auxiliaries can, could, may, might, will, would, should + base form of verbs .
  - f Show ability to use “a few” and “several” as quantifiers with count nouns.
  - g Demonstrate correct use of “a” and “an” in phrases and sentences.
  - h. Demonstrate ability to use prepositions of time and place correctly.
  - i. Begin to demonstrate understanding of the use of adjective + preposition combinations. (afraid of).
  - j. Use expanded phrases working toward simple sentences to explain a sequence of pictures.
- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Summarize orally what has been done in a class activity.
  - b. Use simple sentences to explain how familiar objects are used.
  - c. Use simple sentences and phrases to express needs and wants, ask permission, ask for clarification, express appreciation, etc.
  - d. Respond to why question, practice using “because.”
  - e. Expressing opinion and giving at least one reason to support it.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
- a. Retell or paraphrase events in a story, or steps in a process, in chronological order.
  - b. Arrange sequence pictures in order and orally tell story in phrases using sequence words.
  - c. Use phrases and simple sentences to compare and contrast two items.
  - d. Practice using verb phrases and direction words to self-talk a set of directions on the map.

### Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g., table of contents, page numbers, title page, and author and illustrator of a book or reading selection).
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- a. Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- a. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
  - b. Orally segment multi-syllabic words.
  - c. Identify pairs of words that rhyme.
  - d. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).

## English as a Second Language (ESL) Curriculum Standards

- e. Read words that have three or more phonemes and words that are multi-syllabic,
  - f. Read multi-syllabic "nonsense" words, analogous to real words.
- 4.R.4 Read Sentences with intonation and fluency.
- a. Read aloud short sentences made up of grade level appropriate vocabulary
  - b. Read aloud short sentences that are statements, questions, and exclamations, made up of simple grade level appropriate, with natural intonation (e.g., rising pitch at ends of questions).
  - c. Read aloud short passages made up of simple grade level appropriate vocabulary at a normal pace with few errors.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- a. Identify antonyms of grade-level words.
  - b. Identify synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.
  - b. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); · verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
  - c. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely, impassable”).
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
  - b. Determine the meaning of a word with multiple meanings that best fits in a given context.
  - c. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
  - d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - e. Demonstrate an understanding of common idioms e.g., “Don’t let the cat out of the bag”).
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

## English as a Second Language (ESL) Curriculum Standards

- a. Begins to determine the antecedent reference of a pronoun including a personal pronoun, demonstrative pronoun, or indefinite pronoun. (e.g. anyone, someone, many, some, all, etc.)
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- a. Begins to determine the antecedent reference of a noun or noun phrase.
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
  - b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- a. Identify the main idea or main topic when it is explicitly stated.
  - b. Identify the main idea or main topic when it is not explicitly stated.
- 4.R.13 Identify the best summary of an informative reading selection and identify the important details.
- a. Identify the best summary of an informative reading selection.
  - b. Identify the important details that support a main idea or summary statement
- 4.R.14 Demonstrate an understanding of comparisons and contrasts.
- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (e.g., on the other hand, , although, even though, but, however, , similarly, and comparative and superlative adjectives).
- 4.R.15 Identify cause and effect in a reading passage.
- a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since, consequently, therefore, thus, and so).
- 4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- a. Show understanding of the elements common to specific text structures: expository and persuasive.
- 4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.
- a. Predict what would most likely happen next in a narrative
  - b. Draw conclusions about the strength of an argument in a persuasive text.
  - c. Distinguish between fact and opinion, fantasy and reality, and fiction and non-fiction.

## English as a Second Language (ESL) Curriculum Standards

- 4.R.18 Use context clues to learn about characters in a story.
- Identify the main character and all other important characters in a story.
  - Infer characters' feelings about themselves or their surroundings at different points in a story.
  - Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- 4.R.19 Demonstrate an understanding of which details are the most important details in a story.
- Demonstrate an understanding of the most important details in a story.
- 4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)
- Differentiate among the literary elements of plot, character, setting, point of view, flashback, and resolution.
  - Recognize plot features of fairy tales, folk tales, fables, and myths
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources
- Identify a dictionary and encyclopedia, magazines and newspapers, electronic catalogs, thesaurus, and atlas.

### Writing Accomplishments

- 4.W.1 The student will develop the structural skills of the writing process .
- Write cursive letters in upper- and lower case
  - Write dictated words and sentences.
- 4.W.2 Use correct form of appropriate verbs.
- Write the correct form of appropriate grade-level regular verbs in sentences.
  - Write the correct form of appropriate irregular verbs (e.g., make/made).
  - Introduce the correct form of common separable and inseparable phrasal verbs. (ex: pull up, push down)
  - Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
  - Use present perfect verb forms. (have been)
  - Use present and past progressive verb forms.
  - Express future time with "if" clauses (e.g., "If you go to the party, you will have a good time").
  - Use conditional verb forms with "if" clauses ("If I had enough money, I would buy new shoes").
  - Write verb forms with non-verb functions (e.g., infinitives and gerunds).

## English as a Second Language (ESL) Curriculum Standards

- 4.W.3 Use correct form for subject form agreement.
- Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words.
  - Write the correct form of subject-verb agreement with non-count nouns (e.g., water, air)
- 4.W.4 Use nouns correctly.
- Use nouns as direct objects and objects of prepositions.
  - Form possessive nouns correctly (e.g., Bill's coat).
  - Write the correct form of irregular count plurals (e.g., child/children).
- 4.W.5 Use indefinite articles "a" and "an" correctly in writing.
- Use indefinite articles "a" and "an" correctly with count and non-count nouns
- 4.W.6 Use pronouns correctly in writing.
- Begin to use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
  - Use singular and plural demonstrative pronouns appropriately
  - Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
  - Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody, everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.
- 4.W.7 Use adjectives correctly in writing
- Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
  - Begin to use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., " my," "mine," "your," "yours").
  - Begin to use adjective + preposition combinations (e.g., afraid of, full of, sick with) and verb + preposition combinations (e.g., pull up, push down)
- 4.W.8 Use adverbs in appropriate word order in sentences.
- Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, "I have a headache").
- Identify direct quotations (e.g., Martha said, "I have a headache")
- 4.W.10 Begin to use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").
- Begin to use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").

## English as a Second Language (ESL) Curriculum Standards

4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).

a. Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).

4.W.12 Use phonetic strategies to spell words correctly.

a. Write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing) for simple words.

b. Spell high-frequency grade level words that are largely regular.

c. Spell high-frequency grade level words that are largely irregular.

d. Spell common contractions.

e. Begin to spell words that involve any rules for conjoining morphemes.

f. Begin to spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).

g. Begin to spell content grade level words with non-English spellings (e.g., bouquet).

4.W.13 Use punctuation correctly when writing.

a. Use periods at the ends of sentences.

b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).

c. Use question marks at the ends of questions

d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).

e. Use commas in addresses.

f. Use commas after introductory "yes" or "no."

g. Begin to use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address

h. Begin to use commas joining two independent clauses with “and” “but” or “or” (e.g., "You can stay here, or you can go home.")

i. Begin to use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")

j. Begin to use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")

k. Begin to identify misplaced commas, based on rules taught to date.

l. Use apostrophes in contractions.

m. Use apostrophes to show possession for singular nouns and plural nouns.

n. Begin to use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and “compound” hyphenations (e.g., Do you want first-, second- or third-class tickets?).

o. Begin to use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")

p. Begin to use quotation marks in direct quotations with attributive text at the end (e.g., "Take care of the cat," Juanita said.)

q. Begin to use quotation marks in direct quotations with attributive text in the middle (e.g., “Take care of the cat,” Juanita said, “and the fish, too.”)



## English as a Second Language (ESL) Curriculum Standards

- r. Begin to use commas in direct quotations at the levels and situations described for direct quotations in this section.
- 4.W.14 Use capital letters correctly in writing.
- a. Capitalize the first word in a sentence.
  - b. Capitalize first and last names.
  - c. Begin to capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - d. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - e. Capitalize days of the week and months of the year.
  - f. Capitalize names of familiar books. Underline or use italics for book titles
  - g. Capitalize all salutations and closings in letters.
  - h. Capitalize beginning of direct quotations.
  - i. Capitalize street names.
  - j. Capitalize mountains, rivers, and lakes.
- 4.W.15 Use appropriate editing skills.
- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
- 4.W.16 Write sentences.
- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - b. Write sentences compounded with "and" and "but."
  - c. Formulate negative sentences without double negatives.
  - d. Begin to formulate more negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").
  - e. Write appropriate who, what, when, and why questions from a given text (e.g., after reading about amphibians, write a question about the classifying traits of amphibians).
  - f. Identify run-on sentences and sentence fragments.
  - gf. Begin to use subordinating conjunctions "because" and "since" to connect a dependent clause to an independent clause (e.g., "I am hungry because I didn't eat lunch.").
- 4.W.17 Write and edit different types of paragraphs.
- a. Write a descriptive paragraph with a topic sentence and several supporting ideas.
  - b. Write a narrative paragraph that discusses chronologically events that took place in the past.
  - c. Write a narrative paragraph describing a personal experience.
  - d. Begin to write a persuasive paragraph that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).

## English as a Second Language (ESL) Curriculum Standards

- e. Determine the most effective order of sentences in a paragraph.
- f. Begin to determine where paragraph breaks should occur.
- g. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- h. Eliminate an unnecessary sentence from a paragraph.

### Mathematics Accomplishment

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

#### **Advanced:**

### Listening

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
- 4.L.2. Demonstrate an understanding of cause and effect,
- 4.L.3. Identify the main idea of a grade-level passage.
- 4.L.4. Respond to literal or inferential oral comprehension questions.\*
- 4.L.5. Recognize vocabulary in fundamental and specialized concepts in content areas.

## English as a Second Language (ESL) Curriculum Standards

4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*

4.L.7 Demonstrate understanding of different forms of text

4.L.8 Demonstrate understanding of figurative language.

### Speaking

4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.

4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.

4.S.4 Use English in social and classroom settings.

4.S.5 Use generally acceptable grammar when speaking.

4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.

4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.

### Reading

4.R.1 Demonstrate an understanding of basic print concepts.

4.R.2 Read high-frequency grade level appropriate vocabulary.

4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.

4.R.4 Read Sentences with intonation and fluency.

4.R.5 Identify antonyms and synonyms of grade-level words.

4.R.6 Show knowledge of the meaning of common affixes and root words.

4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).

4.R.8 Determine the answer to a literal or inference question from a passage.

## English as a Second Language (ESL) Curriculum Standards

4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.

4.R.10 Determine the antecedent reference of a noun or noun phrase.

4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.

4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

4.R.15 Identify cause and effect in a reading passage.

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

4.R.18 Use context clues to learn about characters in a story.

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).

4.R.22 Use and discern appropriate reference sources

### Writing

4.W.1 The student will develop the structural skills of the writing process .

4.W.2 Use correct form of appropriate verbs.

4.W.3 Use correct form for subject form agreement.

4.W.4 Use nouns correctly.

4.W.5 Use indefinite articles “a” and “an” correctly in writing.

## English as a Second Language (ESL) Curriculum Standards

- 4.W.6 Use pronouns correctly in writing.
- 4.W.7 Use adjectives correctly in writing
- 4.W.8 Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- 4.W.13 Use punctuation correctly when writing.
- 4.W.14 Use capital letters correctly in writing.
- 4.W.15 Use appropriate editing skills.
- 4.W.16 Write sentences.
- 4.W.17 Write and edit different types of paragraphs.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 4.L.1. Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Demonstrate understanding of everyday vocabulary, including singular and plural regular and irregular nouns and action verbs, expanding to content area nouns and verbs.
  - b. Demonstrate understanding of comparative and superlative forms and use more and most with some adjectives (example: more, most beautiful).
  - c. Demonstrate understanding of spatial prepositions.
  - d. Demonstrate understanding of simple statements (SVO, SV, past, present, or future) made of words, that are accurate descriptions of pictures connected to content area.

## English as a Second Language (ESL) Curriculum Standards

- e. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
  - f. Understand classroom directions (e.g., schedules, homework assignments).
  - g. Demonstrate an understanding of complex verbal directions using words pertaining to three identifying criteria.
- 4.L.2. Demonstrate an understanding of cause and effect,
- a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”).
- 4.L.3 Identify the main idea of a grade-level passage.
- a. Identify the main idea of a grade-level passage.
- 4.L.4. Respond to literal or inferential oral comprehension questions.\*
- a. Answer literal or inferential oral comprehension questions.
  - b. Understand simple inference questions pertaining to a short expository passage.
  - c. Personalize character’s feelings by putting yourself in their place; compare and contrast your situation with the character.
- 4.L.5 Recognize vocabulary in fundamental and specialized concepts in content areas
- a. Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).
- 4.L.6 Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally.\*
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 4.L.7 Demonstrate understanding of different forms of text.
- a. Retell a short poem in narrative form after listening to it.
  - b. Retell by paraphrasing a short fictional narrative after listening.
- 4.L.8 Demonstrate understanding of figurative language.
- a. Demonstrate understanding of simple similes.
  - b. Demonstrate understanding of simple personification

### Speaking Accomplishments

- 4.S.1 Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
- a. Understandably pronounce grade appropriate vocabulary for survival English and grade appropriate content area vocabulary.
  - b. Pronounce the –s and -es endings of plural nouns.
  - c. Pronounce the irregular plural forms of some nouns.
  - d. Pronounce the –er and –est in comparative endings.

## English as a Second Language (ESL) Curriculum Standards

- e. Pronounce the –ed endings of regular past tense verbs
- 4.S.2 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- a. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-appropriate topic.
  - b. Use correct intonation when asking and answering a wh- question (i.e., who, what, where, when, why, and how).
  - c. Read grade-level material aloud for fluency, with appropriate pronunciation and intonation.
- 4.S.3 Read words that have three or more phonemes and words that are multi-syllabic.
- a. Read words that have three or more phonemes and words that are multi-syllabic.
- 4.S.4 Use English in social and classroom settings.
- a. Use English to name the objects in school/classroom nouns and action words, body parts, color and number words, shapes, food and clothing words, family words, letter names, use yes/no responses, expanding to content area vocabulary.
  - b. Provide personal information.
- 4.S.5 Use generally acceptable grammar when speaking.
- a. Formulate compound sentences.
  - b. Show ability to use the following verb tenses accurately present, past, present continuous, present perfect, and present perfect continuous (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).
  - c. Formulate sentences with modal auxiliaries and related idioms (e.g., can, may, will, could, would, should, have to, must, had better, would rather.)
  - d. Formulate statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.
  - e. Use the correct form of modal auxiliaries can, could, may, might, will, would, should + base form of verbs .
  - f. Use quantifiers (e.g., a couple of, a few, several, and many) with count nouns.
  - g. Use articles (“a(n)”, “the” or Æ) in simple grade-level contexts.
  - h. Demonstrate an ability to use prepositions of time, place and position.
  - i. Demonstrate understanding of the use of adjective + preposition combinations. (afraid of)
  - j. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- 4.S.6 Ask and respond to questions intended to provide information on a grade-level school-based topic.
- a. Ask and respond to questions intended to provide information on a grade-level school-based topic.

## English as a Second Language (ESL) Curriculum Standards

- b. Tell the use or purpose of familiar objects.
  - c. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants; asking for clarification
  - d. Explain a personal preference and give a reason for it.
  - e. Express an opinion about a grade-level issue and give two or more reasons to support it.
- 4.S.7 Use multiple sentences or phrases to speak about a grade appropriate topic.
- a. Explain several steps involved in completing a common grade- appropriate activity in chronological order.
  - b. Narrate a grade-appropriate story based on a sequence of pictures.
  - c. Compare and contrast two types of places, people or animals.
  - d. Give directions based on a map.

### Reading Accomplishments

- 4.R.1 Demonstrate an understanding of basic print concepts.
- a. Identify components of books (e.g., , title page, and author of a book or reading selection, table of contents, index, glossary).
- 4.R.2 Read high-frequency grade level appropriate vocabulary.
- a. Read high-frequency grade level appropriate vocabulary.
- 4.R.3 Demonstrate an understanding of phonetic elements and decoding skills.
- a. Identify pairs of words that rhyme.
  - b. Read words that have three or more phonemes and words that are multi-syllabic,
  - c. Read multi-syllabic "nonsense" words, analogous to real words.
- 4.R.4 Read Sentences with intonation and fluency.
- a. Read aloud sentences made up of grade level appropriate vocabulary
  - b. Read aloud short sentences that are statements, questions, and exclamations, made up of grade level appropriate vocabulary, with natural intonation (e.g., rising pitch at ends of questions).
  - c. Read aloud short passages made up of grade level appropriate vocabulary, at a rate of 100 words per minute, with no errors.
- 4.R.5 Identify antonyms and synonyms of grade-level words.
- a. Identify antonyms of grade-level words.
  - b. Identify synonyms of grade-level words.
- 4.R.6 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge of the meaning of common prefixes with appropriate grade level words.



## English as a Second Language (ESL) Curriculum Standards

- b. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); · verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
  - c. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely, impassable”).
- 4.R.7 Determine word meanings within context (compound words, multiple meanings, homographs/ homophones, idioms).
- a. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
  - b. Determine the meaning of a word with multiple meanings that best fits in a given context.
  - c. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
  - d. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - e. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- 4.R.8 Determine the answer to a literal or inference question from a passage.
- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- 4.R.9 Determine the antecedent reference of a pronoun including personal pronouns, and demonstrative pronouns.
- a. Determine the antecedent reference of a pronoun including a personal pronoun, demonstrative pronoun, or indefinite pronoun. (e.g. anyone, someone, many, some, all, etc.)
- 4.R.10 Determine the antecedent reference of a noun or noun phrase.
- a. Determine the antecedent reference of a noun or noun phrase. (e.g. My friend James left his book on the bus.)
- 4.R.11 Demonstrate understanding of sequences of events and processes, and organizational patterns of texts.
- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
  - b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- 4.R.12 Identify the main idea or main topic when it is explicitly and not explicitly stated.
- a. Identify the main idea or main topic when it is explicitly stated.
  - b. Identify the main idea or main topic when it is not explicitly stated.

## English as a Second Language (ESL) Curriculum Standards

4.R.13 Identify the best summary of an informative reading selection and identify the important details.

- a. Identify the best summary of an informative reading selection.
- b Identify the important details that support a main idea or summary statement.

4.R.14 Demonstrate an understanding of comparisons and contrasts.

- a. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (e.g., on the other hand, in contrast, although, even though, but, however, nevertheless, likewise, similarly, and comparative and superlative adjectives).

4.R.15 Identify cause and effect in a reading passage.

- a. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since, consequently, therefore, thus, and so).

4.R.16 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

4.R.17 Use reading strategies to make predictions, draw conclusions, and distinguish between fact and opinion, fiction and non-fiction.

- a. Predict what would most likely happen next in a narrative.
- b. Draw conclusions about the strength of an argument in a persuasive text.
- c. Distinguish between fact and opinion, fantasy and reality, and fiction and non-fiction.

4.R.18 Use context clues to learn about characters in a story.

- a. Identify the main character and all other important characters in a story.
- b Infer characters' feelings about themselves or their surroundings at different points in a story.
- c. Identify the main character's attempts to solve his or her problem in a story and consider alternate solutions (i.e., major plot events).

4.R.19 Demonstrate an understanding of which details are the most important details in a story.

- a. Demonstrate an understanding of which details are the most important details in a story.

4.R.20 Identify literary elements (plot, character, setting, point of view, flashback, resolution)

## English as a Second Language (ESL) Curriculum Standards

- a. Differentiate among the literary elements of plot, character, setting, point of view, flashback, resolution, and theme.
  - b. Recognize plot features of fairy tales, folk tales, fables, and myths
- 4.R.21 Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- a. Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, timelines, and diagrams).
- 4.R.22 Use and discern appropriate reference sources
- a. Discern which resource is needed to locate information needed.

### Writing Accomplishments

- 4.W.1 The student will develop the structural skills of the writing process .
- a. Write cursive letters in upper- and lower case
  - b. Write dictated words and sentences.
- 4.W.2 Use correct form of appropriate verbs.
- a. Write the correct form of appropriate grade-level regular and verbs in sentences.
  - b. Write the correct form of appropriate irregular verbs (e.g., make/made).
  - c. Write the correct form of common separable and inseparable phrasal verbs (ex: pull up, push down)
  - d. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
  - e. Use present perfect verb forms. (have been)
  - f. Use present and past progressive verb forms.
  - g. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
  - h. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).
  - i. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
- 4.W.3 Use correct form for subject form agreement.
- a. Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words.
  - b. Write the correct form of subject-verb agreement with non-count nouns (e.g., water, air )
- 4.W.4 Use nouns correctly
- a. Use nouns as subject, direct objects, and objects of prepositions.
  - b. Form possessive nouns correctly (e.g., Bill’s coat).
  - c. Write the correct form of irregular count plurals (e.g., child/children).
- 4.W.5 Use indefinite articles “a” and “an” correctly in writing.
- a. Use indefinite articles “a” and “an” correctly with count and non-count nouns

## English as a Second Language (ESL) Curriculum Standards

- 4.W.6 Use pronouns correctly in writing.
- Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
  - Use singular and plural demonstrative pronouns appropriately
  - Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
  - Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody, everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.
- 4.W.7 Use adjectives correctly in writing.
- Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
  - Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours” “myself”).
  - Begin to use adjective + preposition combinations (e.g., afraid of, full of, sick with) and verb + preposition combinations (e.g., pull up, push down)
- 4.W.8 Use adverbs in appropriate word order in sentences.
- Use adverbs in appropriate word order in sentences.
- 4.W.9 Identify and use direct quotations in writing (e.g., Martha said, “I have a headache”).
- Identify direct quotations (e.g., Martha said, “I have a headache”)
- 4.W.10 Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- Begin to use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 4.W.11 Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- Begin to combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with”).
- 4.W.12 Use phonetic strategies to spell words correctly.
- Write consonant letter for consonant sound and vowels for vowel sounds. (emergent phonetic writing) for simple words with more accuracy.
  - Spell high-frequency grade level words that are largely regular.
  - Spell high-frequency grade level words that are largely irregular.
  - Spell common contractions
  - Begin to spell words that involve any rules for conjoining morphemes

## English as a Second Language (ESL) Curriculum Standards

- f. Spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
  - g. Spell content grade level words with non-English spellings (e.g., bouquet).
- 4.W.13 Use punctuation correctly when writing.
- a. Use periods at the ends of sentences.
  - b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - c. Use question marks at the ends of questions
  - d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - e. Use commas in addresses.
  - f. Use commas after introductory "yes" or "no."
  - g. Begin to use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address
  - h. Begin to use commas joining two independent clauses with "and" "but" or "or" (e.g., "You can stay here, or you can go home.")
  - i. Begin to use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
  - j. Begin to Use commas to set off independent modifiers (e.g., "You can bet your last dollar, if you're confident, that Victor will be on time.")
  - k. Begin to use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
  - l. Identify misplaced commas, based on rules taught to date.
  - m. Use apostrophes in contractions.
  - n. Use apostrophes to show possession for singular nouns and plural nouns.
  - o. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and "compound" hyphenations (e.g., Do you want first-, second- or third-class tickets?).
  - p. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")
  - q. Use quotation marks in direct quotations with attributive text at the end (e.g., "Take care of the cat," Juanita said
  - r. Use quotation marks in direct quotations with attributive text in the middle (e.g., "Take care of the cat," Juanita said, "and the fish, too.")
  - s. Use commas in direct quotations at the levels and situations described for direct quotations in this section.
- 4.W.14 Use capital letters correctly in writing.
- a. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - b. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - c. Capitalize days of the week and months of the year.
  - d. Capitalize names of familiar books. Underline or use italics for book titles
  - e. Capitalize all salutations and closings in letters.
  - f. Capitalize beginning of direct quotations.

## English as a Second Language (ESL) Curriculum Standards

- g. Capitalize street names.
  - h. Capitalize mountains, rivers, and lakes.
- 4.W.15 Use appropriate editing skills.
- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
- 4.W.16 Write sentences.
- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - b. Write sentences compounded with "and" and "but."
  - c. Formulate negative sentences without double negatives.
  - d. Formulate more negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").
  - e. Write appropriate questions for a given text.
  - f. Identify run-on sentences and sentence fragments.
  - g. Begin to use subordinating conjunctions "because" and "since" to connect a dependent clause to an independent clause (e.g., "I am hungry because I didn't eat lunch.").
- 4.W.17 Write and edit different types of paragraphs.
- a. Write a spatially organized paragraph describing a familiar locale
  - b. Write a chronologically organized paragraph explaining a process.
  - c. Write a narrative paragraph describing a personal experience.
  - d. Write a persuasive paragraph that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
  - e. Determine the most effective order of sentences in a paragraph.
  - f. Begin to determine where paragraph breaks should occur.
  - g. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
  - h. Eliminate a redundant or unnecessary sentence from a paragraph.
  - i. Begin to determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: "The boys went fishing last weekend and they were catching several fish.")

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

## English as a Second Language (ESL) Curriculum Standards

### Algebra

- a. Patterns
- b. Sorting

### Geometry

- a. Shapes
- b. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Fifth Grade ESL**

**Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

**Beginner:**

Listening

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
- 5.L.2 Show an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
- 5.L.5 Demonstrate an understanding of sequences
- 5.L.6 Demonstrate understanding of various literary types and figurative language

Speaking

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 5.S.2 Pronounce and read multi-syllabic words
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
- 5.S.4 Ask and respond to questions from teachers and others

Reading

- 5.R.1 Demonstrate an understanding of basic print concepts
- 5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- 5.R.4 Demonstrate an understanding of antonyms and synonyms



## English as a Second Language (ESL) Curriculum Standards

- 5. R. 5 Show knowledge of the meaning of common affixes and root words.
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- 5.R.7 Determine the answer to a literal or simple inference question from a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts
- 5.R. 13 Identify cause and effect in a reading passage
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- 5.R.17 Demonstrate an understanding of details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- 5.R.20 Use and discern appropriate reference sources

### Writing

- 5.W.1 The student will develop the structural skills of the writing process .
- 5.W.2 Write and use correct forms of verbs

## English as a Second Language (ESL) Curriculum Standards

- 5.W.3 Use correct form of subject-verb agreement
- 5.W.4 Write and use nouns correctly
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing
- 5.W.6 Demonstrate an understanding of pronouns in writing
- 5.W.7 Demonstrate an understanding of adjectives
- 5.W.8 Demonstrate an understanding of adverbs
- 5.W.9 Use quotations appropriately in writing
- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W.14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Show understanding of beginner level vocabulary. (example: objects in the classroom, adjectives)
  - b Show recognition of subject and verb
  - c Physically respond to simple verbal directions
  - d Show an understanding of greetings

## English as a Second Language (ESL) Curriculum Standards

5.L.2 Show an understanding of cause and effect

5.L.3 Respond to literal or inferential oral questions from teachers and others.

a. N/A

5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas

a. Recognize basic content terms. (e.g. Shapes, function words for symbols in math, simple map symbols in S.S., animals)

5.L.5 Demonstrate an understanding of sequences.

a. N/A

5.L.6 Demonstrate understanding of various literary types and figurative language.

a. N/A

### Speaking Accomplishments

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

a. Understandably pronounce words from the survival vocabulary

b. Begin to pronounce the –s endings of plural nouns from basic vocabulary

c. Begin to pronounce the –ed endings of familiar regular past tense verbs from basic vocabulary

5.S.2 Pronounce and read multi-syllabic words.

a. Sound out and blend familiar words that have two or more sounds

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

a. Make one word responses

b. Show knowledge of tense

c. Demonstrate knowledge of count nouns

d Show prepositions of place and positions physically and state the preposition

e In simple acceptable English, provide minimal personal information (example – name, age)

f. Demonstrate sequencing with pictures.

g. N/A

h. Begin to use the following language functions to communicate effectively in grade-appropriate settings: asking permission

i. Introduce comparisons

5.S.4 Ask and respond to questions from teachers and others.

a. Begin to ask simple questions to provide information or express needs

Reading Accomplishments

- 5.R.1 Demonstrate an understanding of basic print concepts.
- a. Begin to identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Begin to identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
  - c. Begin to identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - d. Begin to recognize and name all uppercase and lowercase letters of the alphabet.
  - e. Begin to identify letters, printed words, and printed sentences.
- 5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills.
- a. Determine whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - b. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
  - c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (the, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
  - d. Orally blend written words that have three or more phonemes
  - e. Orally segment single-syllable words
  - f. Identify pairs of single-syllable words that rhyme
- 5.R.3 Identify high-frequency sight words and read aloud short sentences.
- a. Identify high-frequency grade level appropriate vocabulary
- 5.R.4 Demonstrate an understanding of antonyms and synonyms
- a. N/A
5. R. 5 Show knowledge of the meaning of common affixes and root words.
- a. N/A
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- a. N/A
- 5.R.7 Determine the answer to a literal or simple inference question from a passage.
- a. N/A
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- a. Demonstrate understanding of gender and number of personal pronouns

## English as a Second Language (ESL) Curriculum Standards

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

a. N/A

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

a. N/A

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

a. N/A

5.R.12 Demonstrate an understanding of comparisons and contrasts.

a. N/A

5.R.13 Identify cause and effect in a reading passage.

a. N/A

5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

a. N/A

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

a. N/A

5.R.16 Use context clues to learn about characters in a story

a. Begin to identify the main character in a story.

b. Begin to infer a character's feelings at different points in a story.

5.R.17 Demonstrate an understanding of details in a story.

a. Begin to identify details in a story.

5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

a. N/A

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

a. N/A

5.R.20 Use and discern appropriate reference sources.

## English as a Second Language (ESL) Curriculum Standards

### Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process.
- 5.W.2 Write and use correct forms of verbs.
  - a. N/A
- 5.W.3 Use correct form of subject-verb agreement.
  - a. N/A
- 5.W.4 Write and use nouns correctly.
  - a. N/A
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing.
  - a. N/A
- 5.W.6 Demonstrate an understanding of pronouns in writing.
  - a. N/A
- 5.W.7 Demonstrate an understanding of adjectives.
  - a. N/A
- 5.W.8 Demonstrate an understanding of adverbs.
  - a. N/A
- 5.W.9 Use quotations appropriately in writing.
  - a. N/A
- 5.W.10 Use coordinating conjunctions correctly.
  - a. N/A
- 5.W.11 Use phonetic strategies to spell words correctly.
  - a. Write common letter(s) for phonemes.
- 5.W.12 Use punctuation correctly in writing.
  - a. N/A
- 5.W.13 Use capitalization correctly in writing.
  - a. Capitalize the first word in a sentence
  - b. Capitalize first and last names and titles used with names (example – Aunt Betty).
- 5.W.14 Demonstrate an understanding of editing skills.
  - a. N/A
- 5.W.15 Demonstrate an ability to write sentences correctly.

## English as a Second Language (ESL) Curriculum Standards

- a. N/A
- 5.W.16 Demonstrate an understanding of note taking skills
  - a. N/A
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
  - a. N/A
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs.
  - a. N/A

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Beginner:**

#### Listening

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
- 5.L.2 Show an understanding of cause and effect

## English as a Second Language (ESL) Curriculum Standards

5.L.3 Respond to literal or inferential oral questions from teachers and others

5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.

5.L.5 Demonstrate an understanding of sequences

5.L.6 Demonstrate understanding of various literary types and figurative language

### Speaking

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

5.S.2 Pronounce and read multi-syllabic words

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

5.S.4 Ask and respond to questions from teachers and others

### Reading

5.R.1 Demonstrate an understanding of basic print concepts

5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills

5.R.3 Identify high-frequency sight words and read aloud short sentences

5.R.4 Demonstrate an understanding of antonyms and synonyms

5. R. 5 Show knowledge of the meaning of common affixes and root words.

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

5.R.7 Determine the answer to a literal or simple inference question from a passage

5.R.8 Determine the antecedent of a personal pronoun and noun phrase

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.



## English as a Second Language (ESL) Curriculum Standards

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

5.R.12 Demonstrate an understanding of comparisons and contrasts

5.R.13 Identify cause and effect in a reading passage

5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

5.R.16 Use context clues to learn about characters in a story

5.R.17 Demonstrate an understanding of details in a story.

5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

5. R. 20 Use and discern appropriate reference sources

### Writing

5.W.1 The student will develop the structural skills of the writing process .

5.W.2 Write and use correct forms of verbs

5.W.3 Use correct form of subject-verb agreement

5.W.4 Write and use nouns correctly

5.W.5 Demonstrate a knowledge of articles used correctly in writing

5.W.6 Demonstrate an understanding of pronouns in writing

5.W.7 Demonstrate an understanding of adjectives

5.W.8 Demonstrate an understanding of adverbs

5.W.9 Use quotations appropriately in writing

5.W.10 Use coordinating conjunctions correctly

## English as a Second Language (ESL) Curriculum Standards

- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W.14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings.
  - a. Show understanding of high beginner level vocabulary. (example: singular and plural nouns, comparatives, prepositions in the classroom)
  - b. Show recognition of subject, verb and objects
  - c. Physically respond to more complex verbal directions
  - d. Show an understanding of requests
- 5.L.2 Show an understanding of cause and effect.
  - a. Recognize cause.
- 5.L.3 Respond to literal or inferential oral questions from teachers and others.
  - a. Begin to physically respond to literal questions
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
  - a. Recognize basic content terms (e.g. Shapes, function words for symbols in math, simple map symbols, oceans and continents in S.S., vertebrates)
- 5.L.5 Demonstrate an understanding of sequences.
  - a. N/A
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
  - a. Begin to show recognition of fiction

Speaking Accomplishments

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

- a. Understandably pronounce words from basic vocabulary (example – colors, shapes, ordinals)
- b. Continue to pronounce the –s endings of plural nouns from basic vocabulary
- c. Continue to pronounce the –ed endings of familiar regular past tense verbs from basic vocabulary

5.S.2 Pronounce and read multi-syllabic words.

- a. Begin to use knowledge of vowel digraphs and r-controlled letter-sound associations to read words orally (e.g., sound out: boat, speed, for, far, fir, fur, her).
- b. Sound out and blend familiar words that have three or more phonemes

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

- a. Begin to show an understanding of simple action verbs
- b. Begin to show an understanding of peer-used slang and idiomatic expressions
- c. Make phrases
- d. Show ability to recognize present tense verbs (example – I am working.
- e. Introduce modal auxiliary and idioms
- f. Use quantifiers with plural nouns
- g. Point to a given picture illustrating a preposition of place and/or position and state or repeat the preposition illustrated.
- h. Provide more complex personal information (parents name, birth date, phone number)
- i. Begin to show understanding of sequencing by ordering pictures illustrating a simple story or sentence using first, second, etc.
- j. Begin to match pictures of very familiar objects with pictures of the way they are used and name the object
- k. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification
- l. Express an opinion about a grade-level issue (example – Do you like 5th grade girls?)
- m. Compare two types of animals

5.S.4 Ask and respond to questions from teachers and others

- a. Ask more complex questions to provide information or express needs.

Reading Accomplishments

5.R.1 Demonstrate an understanding of basic print concepts.

## English as a Second Language (ESL) Curriculum Standards

- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
  - c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
  - d. Recognize and name all uppercase and lowercase letters of the alphabet.
  - e. Identify letters, printed words, and printed sentences.
- 5.R.2 Demonstrate an understanding of phonetic elements and decoding skills
- a. Distinguish long- and short- vowel sounds in orally stated multi-syllable words
  - b. Orally segment multi-syllabic words.
  - c. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
  - d. Read words that have three or more phonemes and words that are multi-syllabic
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- a. Begin to read aloud short sentences from familiar words.
  - b. Begin to read aloud short sentences.
  - c. Read aloud sentences made up of words from a sight words list.
- 5.R.4 Demonstrate an understanding of antonyms and synonyms
- a. Begin to identify antonyms of grade-level words.
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge of the relationship between opposites that are formed by adding the following prefixes to the beginning of words:  
in- inefficient  
im- impossible  
ill- illiterate  
ir- irregular  
de- decrease
  - b. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness)
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- a. Begin to determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep incline, steep prices).
  - b. Identify homographs and homophones
- 5.R.7 Determine the answer to a literal or simple inference question from a passage.
- a. N/A
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- a. Begin to identify personal pronouns with review of gender and number

## English as a Second Language (ESL) Curriculum Standards

- b. Begin to determine the antecedent reference of a noun.
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- a. Recognize basic sequence
  - b. Begin to identify organizational patterns in a reading selection
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- a. Begin to identify the main idea or main topic when it is explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- a. Begin to identify the best summary.
  - b. Begin to identify the important details that support a main idea.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts.
- a. Recognize comparisons in reading
- 5.R.13 Identify cause and effect in a reading passage.
- a. Recognize cause in a reading passage.
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- a. Begin to recognize narrative and descriptive writing
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- a. N/A
- 5.R.16 Use context clues to learn about characters in a story
- a. Identify the main character in a story.
  - b. Infer a character's feelings at different points in a story.
  - c. Begin to identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).
- 5.R.17 Demonstrate an understanding of details in a story.
- a. Identify the important details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- a. Differentiate between character and setting
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

## English as a Second Language (ESL) Curriculum Standards

- a. Recognize and label charts, maps, graphs, and diagrams.
- 5.R.20 Use and discern appropriate reference sources.
- a. Identify a dictionary and encyclopedia, magazines, and newspapers.

### Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process .
- a. Print in upper- and lower-case.
  - b. Write dictated words and sentences.
- 5.W.2 Write and use correct forms of verbs
- a. Use present verb tense
  - b. Use past verbs
  - c. Express understanding of gerunds
- 5.W.3 Use correct form of subject-verb agreement.
- a. N/A
- 5.W.4 Write and use nouns correctly
- a. Identify direct objects and objects of the prepositions
  - b. Form possessive nouns correctly (e.g., Bill’s coat).
  - c. Begin to write the correct form of irregular count plural nouns (e.g., child/children)
- 5.W.5 Demonstrate knowledge of articles used correctly in writing.
- a. Use indefinite articles “a” and “an” correctly with count nouns
- 5.W.6 Demonstrate an understanding of pronouns in writing.
- a. Introduce demonstrative pronouns
  - b. Introduce the interrogative pronouns who, what, where, why, when, how, and whose
- 5.W.7 Demonstrate an understanding of adjectives
- a. Begin to use common regular comparative and superlative forms of adjectives
  - b. Use possessive adjectives/pronouns
- 5.W.8 Demonstrate an understanding of adverbs.
- a. N/A
- 5.W.9 Use quotations appropriately in writing.
- a. N/A
- 5.W.10 Use coordinating conjunctions correctly.
- a. N/A

## English as a Second Language (ESL) Curriculum Standards

- 5.W.11 Use phonetic strategies to spell words correctly
  - a. Write common letter(s) for phonemes
  - b. Spell high-frequency words that are phonemically regular and introduce spelling rules (I before e except after c, etc.)
  - c. Spell common contractions
- 5.W.12 Use punctuation correctly in writing
  - a. Use periods at the ends of sentences.
- 5.W.13 Use capitalization correctly in writing
  - a. Capitalize the first word in a sentence
  - b. Capitalize days of the week, months of the year
  - c. Capitalize all salutations and closings.
- 5.W.14 Demonstrate an understanding of editing skills.
  - a. N/A
- 5.W.15 Demonstrate an ability to write sentences correctly
  - a. Begin to write simple original sentence (subject, verb)
  - b. Review negatives
- 5.W.16 Demonstrate an understanding of note taking skills
  - a. Introduce taking notes and making outlines.
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
  - a. N/A
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs
  - a. Begin to write a brief descriptive paragraph with a topic sentence and two or three supporting details.
  - b. Introduce letter writing techniques with proper punctuation

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

## English as a Second Language (ESL) Curriculum Standards

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Intermediate:**

#### Listening

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
- 5.L.2 Show an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
- 5.L.5 Demonstrate an understanding of sequences
- 5.L.6 Demonstrate understanding of various literary types and figurative language

#### Speaking

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 5.S.2 Pronounce and read multi-syllabic words
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
- 5.S.4 Ask and respond to questions from teachers and others

#### Reading

- 5.R.1 Demonstrate an understanding of basic print concepts
- 5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills



## English as a Second Language (ESL) Curriculum Standards

- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- 5.R.4 Demonstrate an understanding of antonyms and synonyms
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- 5.R.7 Determine the answer to a literal or simple inference question from a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts
- 5.R. 13 Identify cause and effect in a reading passage
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- 5.R.17 Demonstrate an understanding of details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- 5.R.20 Use and discern appropriate reference sources

## English as a Second Language (ESL) Curriculum Standards

### Writing

- 5.W.1 The student will develop the structural skills of the writing process .
- 5.W.2 Write and use correct forms of verbs
- 5.W.3 Use correct form of subject-verb agreement
- 5.W.4 Write and use nouns correctly
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing
- 5.W.6 Demonstrate an understanding of pronouns in writing
- 5.W.7 Demonstrate an understanding of adjectives
- 5.W.8 Demonstrate an understanding of adverbs
- 5.W.9 Use quotations appropriately in writing
- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W. 14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## English as a Second Language (ESL) Curriculum Standards

### Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
  - a. Show understanding of intermediate vocabulary (example: irregular nouns and action verbs, superlatives, prepositions in pictures)
  - b. Show recognition of past, present, and future verbs
  - c. Begin to demonstrate an understanding of complex verbal directions
  - d. Show an understanding with offers of help
- 5.L.2 Show an understanding of cause and effect.
  - a. Recognize effect.
- 5.L.3 Respond to literal or inferential oral questions from teachers and others
  - a. Physically respond to literal questions
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
  - a. Recognize processes and vocabulary associated with processes (e.g. regrouping, map keys, directions, latitude and longitude, habitats)
- 5.L.5 Demonstrate an understanding of sequence.
  - a. Demonstrate recognition of basic sequence
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
  - a. Begin to demonstrate recognition of poetry terminology
  - b. Begin to show recognition of narratives
  - c. Show understanding of simple personification

### Speaking Accomplishments

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
  - a. Understandably pronounce words from an expanded basic vocabulary
  - b. Pronounce the –s endings of plural nouns from basic content vocabulary
  - c. Pronounce the –ed endings of regular past tense verbs from basic vocabulary
  - d. Begin to read grade-level material aloud for fluency, with acceptable pronunciation and intonation.
- 5.S.2 Pronounce and read multi-syllabic words.
  - a. Continue to use knowledge of vowel digraphs and r-controlled letter-sound associations to read words orally (e.g., sound out: boat, speed, for, far, fir, fur, her).
  - b. Sound out and blend words that have three or more phonemes
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

## English as a Second Language (ESL) Curriculum Standards

- a. Begin to show knowledge of the use of simple comparative and superlative adjectives from basic vocabulary
  - b. Continue to show an understanding of content area action verbs
  - c. Continue to show an understanding of peer-used slang and idiomatic expressions
  - d. Make understandable phrases
  - e. Show ability to state the past tense form of a present tense verb.
  - f. Show knowledge of a modal auxiliary and idioms
  - g. Use verbs + not in appropriate situations (example – I can not do that.)
  - h. Use quantifiers with irregular plural nouns
  - i. Begin to show an ability to use spatial prepositions.
  - j. Provide more personal information with expanded vocabulary (address and directions, etc.)
  - k. For a sequence of pictures, begin to tell what the pictures are illustrating simple English
  - l. Continue to match pictures of less familiar objects with pictures of the way they are used and name the object and use
  - m. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification, expressing needs and wants
  - n. Express a personal preference (example- What movie do you like?)
  - o. Express an opinion about a grade-level issue and give one reason to support it
  - p. Explain one or two steps involved in completing a short-grade appropriately in chronological order.
  - q. Respond to questions from teachers and others. Begin to ask and respond to simple questions intended to provide information.
- 5.S.4 Ask and respond to questions from teachers and others
- a. Begin to ask and respond to simple questions intended to provide information.

### Reading Accomplishments

- 5.R.1 Demonstrate an understanding of basic print concepts
- a. N/A
- 5.R.2 Demonstrate an understanding of phonetic elements and decoding skills
- a. N/A
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- a. Read aloud short sentences made up of familiar words (e.g., read aloud, “The girl is sitting on a short chair.”)
  - b. Read aloud short sentences that are statements, questions, and exclamations with natural intonation (e.g., rising pitch at ends of questions).
  - c. Read aloud short passages made up of words from a Sight Words List.
- 5.R.4 Demonstrate an understanding of antonyms and synonyms.

## English as a Second Language (ESL) Curriculum Standards

- a. Identify antonyms of grade-level words.
  - b. Continue to identify synonyms of grade-level words.
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- a. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ are added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
  - b. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
  - c. Identify the root word of words with one or more prefixes.
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- a. Determine the meaning of familiar vocabulary words that have multiple meanings (e.g., steep, incline, steep prices).
  - b. Begin to determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
  - c. Begin to determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - d. Begin to demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
  - e. Begin to demonstrate an understanding of compound words and contractions.
- 5.R.7 Determine the answer to a literal or simple inference question from a passage.
- a. Begin to determine the answer to a literal inference question regarding the meaning of a passage.
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase.
- a. Continue reviewing personal pronouns with review of gender and number
  - b. Make a list of nouns and their possible antecedents
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- a. Begin to recognize basic sequence from a paragraph
  - b. Begin to identify description, definition, and summary patterns in a reading selection
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- a. Begin to identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

## English as a Second Language (ESL) Curriculum Standards

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

- a. Begin to identify informative reading passages.
- b. Begin to identify the details that support a summary statement.

5.R.12 Demonstrate an understanding of comparisons and contrasts.

- a. Recognize contrasts in reading

5.R.13 Identify cause and effect in a reading passage

- a. Recognize effect in a reading passage.

5.R.14 Show understanding of the elements common to specific text structures:

expository, narrative, persuasive, and descriptive.

- a. Begin to recognize expository and review narrative and descriptive writing

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

- a. Practice drawing conclusions and distinguishing between fact and opinion, and making predictions.

5.R.16 Use context clues to learn about characters in a story

- a. Begin to identify all other important characters in a story
- b. Begin to infer characters' feelings about themselves or their surroundings at different points in a story.
- c. Identify the main character's problem in a story (e.g., what is the main character trying to accomplish in the story?).

5.R.17 Demonstrate an understanding of details in a story.

- a. Begin to identify the most important details in a story.

5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

- a. Differentiate between plot and theme

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

- a. Find and interpret information in grade-appropriate graphic material such as maps and charts.

5.R.20 Use and discern appropriate reference sources.

- a. Identify a dictionary and encyclopedia, magazines, and newspapers, and electronic catalogs

### Writing Accomplishments

5.W.1 The student will develop the structural skills of the writing process .

- a. Write cursive letters in upper- and lower-case.

## English as a Second Language (ESL) Curriculum Standards

- b. Write dictated words and sentences.
- 5.W.2 Write and use correct forms of verbs
- a. Begin to write the correct form of appropriate regular verbs
  - b. Write the correct form of common separable phrasal verbs.
  - c. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
  - d. Use present perfect verb forms.
  - e. Use past verbs
  - f. Express understanding of infinitives
- 5.W.3 Use correct form of subject-verb agreement.
- a. Begin to write the correct form of subject-verb agreement with count nouns and with intervening words.
- 5.W.4 Write and use nouns correctly
- a. Use nouns as direct objects.
  - b. Form possessive nouns correctly (e.g., Bill's coat).
  - c. Write the correct form of irregular count plural nouns (e.g., child/children).
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing.
- a. Use indefinite articles "a" and "an" correctly with non-count nouns.
- 5.W.6 Demonstrate an understanding of pronouns in writing
- a. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person) not in compounds and appositives
  - b. Begin to use demonstrative pronouns appropriately (e.g., "These are apples").
  - c. Begin to use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
  - d. Organize indefinite pronouns and their appropriate verb into a chart/graphic organizer
- 5.W.7 Demonstrate an understanding of adjectives
- a. Begin to use common irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
  - b. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
  - c. Begin to use adjective + preposition and verb + preposition combinations,
- 5.W.8 Demonstrate an understanding of adverbs.
- a. Review adverb and adverb phrases.
- 5.W.9 Use quotations appropriately in writing.
- a. N/A
- 5.W.10 Use coordinating conjunctions correctly.

## English as a Second Language (ESL) Curriculum Standards

- a. Use conjunctions and purpose
- 5.W.11 Use phonetic strategies to spell words correctly.
- a. Spell high-frequency grade-level words that are largely regular in context.
  - b. Begin to spell high-frequency grade level words that are largely irregular in context.
  - c. Spell common contractions
  - d. Spell words that involve these rules for conjoining morphemes: Dropping a final e, doubling a final consonant, changing y to I, and adding s or es (e.g., hop + ing = hopping, study + ed = studied, serve + ice = service, bunch + es = bunches).
  - e. Introduce words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action).
- 5.W.12 Use punctuation correctly in writing
- a. Use periods at the ends of sentences.
  - b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - c. Use question marks at the ends of questions.
  - d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - e. Use commas in addresses.
  - f. Use commas after introductory "yes" or "no."
  - g. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
  - h. Begin to use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
  - i. Identify misplaced commas, based on rules taught with date(example – July 4, 1776)
  - j. Begin to use apostrophes in contractions.
  - k. Use apostrophes to show possession for singular nouns.
  - l. Use quotation marks in direct quotations with attributive text at the beginning. (e.g., Juanita said, "Take care of the cat.")
  - m. Begin to use commas in direct quotations at the levels and situations described for direct quotations
- 5.W.13 Use capitalization correctly in writing
- a. Capitalize the first word in a sentence
  - b. Capitalize months of the year, cities, states, countries, mountains, rivers and lakes
  - c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - d. Begin to underline titles of books and capitalize important words in title
  - e. Capitalize all salutations and closings.
  - f. Begin to capitalize beginning of direct quotations.
  - g. To begin to discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")



## English as a Second Language (ESL) Curriculum Standards

- 5.W.14 Demonstrate an understanding of editing skills.
- Begin to edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling appropriate to grade level
- 5.W.15 Demonstrate an ability to write sentences correctly
- Begin to write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - Begin to write sentences compounded with "and" and "but."
  - Begin to formulate simple negative sentences without double negatives.
  - Begin to formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")
- 5.W.16 Demonstrate an understanding of note taking skills
- Take notes and make an outline based on notes.
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- Begin to identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs
- Write a descriptive paragraph with a topic sentence and three or more supporting ideas.
  - Write a narrative paragraph that discusses chronologically events that took place in the past.
  - Begin to write a narrative paragraph describing a personal experience.
  - Begin to write a persuasive letter that takes a position on a school issue.
  - Begin to continue to determine the most effective order of sentences in a paragraph.
  - Begin to determine where paragraph breaks should occur.
  - Begin to choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
  - Begin to eliminate a redundant or unnecessary sentence from

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- Function Words ( add, subtract, multiply, and divide)
- Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- Patterns
- Sorting

## English as a Second Language (ESL) Curriculum Standards

### Geometry

- a. Shapes
- b. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Intermediate:**

#### Listening

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
- 5.L.2 Show an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
- 5.L.5 Demonstrate an understanding of sequences
- 5.L.6 Demonstrate understanding of various literary types and figurative language

#### Speaking

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
- 5.S.2 Pronounce and read multi-syllabic words
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
- 5.S.4 Ask and respond to questions from teachers and others

#### Reading

- 5.R.1 Demonstrate an understanding of basic print concepts

## English as a Second Language (ESL) Curriculum Standards

- 5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- 5.R.4 Demonstrate an understanding of antonyms and synonyms
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- 5.R.7 Determine the answer to a literal or simple inference question from a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- 5.R.11 Identify the best summary of an informative reading selection and identify the important details.
- 5.R.12 Demonstrate an understanding of comparisons and contrasts
- 5.R.13 Identify cause and effect in a reading passage
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- 5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.
- 5.R.16 Use context clues to learn about characters in a story
- 5.R.17 Demonstrate an understanding of details in a story.
- 5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).
- 5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).
- 5.R.20 Use and discern appropriate reference sources

## English as a Second Language (ESL) Curriculum Standards

### Writing

- 5.W.1 The student will develop the structural skills of the writing process .
- 5.W.2 Write and use correct forms of verbs
- 5.W.3 Use correct form of subject-verb agreement
- 5.W.4 Write and use nouns correctly
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing
- 5.W.6 Demonstrate an understanding of pronouns in writing
- 5.W.7 Demonstrate an understanding of adjectives
- 5.W.8 Demonstrate an understanding of adverbs
- 5.W.9 Use quotations appropriately in writing
- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W. 14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## English as a Second Language (ESL) Curriculum Standards

### Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
  - a. Demonstrate understanding of high intermediate vocabulary (examples: singular and plural, regular and irregular nouns and action verbs, comparative and superlative adjectives, spatial preposition)
  - b. Show recognition of simple statements (SVO, SV, past, present, or future) made of words, that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle)
  - c. Demonstrate an understanding of complex verbal directions pertaining to two identifying criteria (e.g., given the adjectives “tall” and “striped,” discriminate a tall boy with a striped shirt from other similar illustrations)
  - d. Show an understanding of language functions (e.g., greetings, requests, offers of help, apologies)
- 5.L.2 Show an understanding of cause and effect.
  - a. Begin to demonstrate an understanding of cause and effect
- 5.L.3 Respond to literal or inferential oral questions from teachers and others.
  - a. Begin to physically respond to literal or inferential oral questions.
  - b. Show understanding of simple implied questions
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
  - a. Recognize processes associated with concepts. (e.g. key terms in words problems, types of maps, food chains)
- 5.L.5 Demonstrate an understanding of sequences.
  - a. Demonstrate recognition of basic sequence from paragraph
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
  - a. Demonstrate recognition of basic poetry forms
  - b. Show recognition of fiction/narratives in association with literary devices
  - c. Show understanding of simple metaphors

### Speaking Accomplishments

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
  - a. Begin to understandably pronounce words from the content grade-level vocabulary
  - b. Pronounce the –s endings of plural nouns from high-intermediate vocabulary
  - c. Pronounce the –ed endings of regular past tense verbs from basic vocabulary
  - d. Continue to read grade-level material aloud for fluency, with acceptable pronunciation and intonation.
- 5.S.2 Pronounce and read multi-syllabic words

## English as a Second Language (ESL) Curriculum Standards

- a. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words orally (e.g., sound out: boat, speed, for, far, fir, fur, her).
  - b. Sound out and blend words that have three or more phonemes
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions.
- a. Continue to show knowledge of the use of comparative and superlative adjectives from content area vocabulary
  - b. Continue to show an understanding of expanded content area action verbs
  - c. Use common/simple slang and idiomatic expressions appropriately
  - d. Make simple sentences.
  - e. Show ability to use simple present and simple past tense of verbs correctly (e.g., use the correct form to identify a past or present action, such as a picture of a boy who was eating vs. a picture of a boy who is eating).
  - f. Begin to make sentences with modal auxiliaries and related idioms.
  - g. Use contractions made with “not” to negate a statement.
  - h. Begin to use quantifiers with count nouns
  - i. Show an ability to use spatial prepositions (e.g., give a complete sentence answer to questions about the positions of objects, such as: Where is the book? The book is on the table).
  - j. Provide detailed personal information with expanded vocabulary (place of birth, parents' workplace, etc.)
  - k. For a sequence of pictures, begin to explain in complete sentences what the pictures are illustrating
  - m. Begin to use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification, expressing needs and wants, making and accepting apologies
  - n. Express a personal preference in detail (example – I like the movie, Scooby Doo.)
  - o. Express an opinion about a grade-level issue and give two reasons to support it.
  - p. Explain a few steps involved in completing a short grade-appropriate activity.
  - q. Compare two types of places.
- 5.S.4 Ask and respond to questions from teachers and others
- a. Ask and respond to questions intended to provide information.

### Reading Accomplishments

- 5.R.1 Demonstrate an understanding of basic print concepts
- a. N/A
- 5.R.2 Demonstrate an understanding of phonetic elements and decoding skills
- a. N/A
- 5.R.3 Identify high-frequency sight words and read aloud short sentences

## English as a Second Language (ESL) Curriculum Standards

- a. Read aloud short sentences that are statements, questions, and exclamations with natural intonation (e.g., rising pitch at ends of questions) and identify if a sentence is a statement, question, or exclamation
  - b. Read aloud short passages made up of words from a Sight Words List.
- 5.R.4 Demonstrate an understanding of antonyms and synonyms.
- a. Identify antonyms of grade-level words.
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- a. Begin to infer the meaning of a word using knowledge of prefix meaning (e.g., interstate, ambidextrous).
  - b. Show knowledge of the relationship between:
    - adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness);
    - verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
    - verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
  - c. Identify the root word of words with one or more suffixes
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc).
- a. Begin to determine the meaning of a word with multiple meanings that best fits in a given context.
  - b. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
  - c. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - d. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
  - e. Begin to demonstrate an understanding of compound words and contractions.
- 5.R.7 Determine the answer to a literal or simple inference question from a passage.
- a. Determine the answer to a literal question, and begin to determine the answer to a simple inference question regarding the meaning of a passage
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase.
- a. Begin to identify demonstrative pronouns
  - b. Begin to determine the antecedent reference of a noun phrase.
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- a. Recognize basic sequence or processes from a paragraph
  - b. Begin to identify comparison and contrast and persuasion in a reading selection

## English as a Second Language (ESL) Curriculum Standards

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

- a. Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

- a. Begin to identify the best summary of an informative reading selection.
- b. Begin to identify the important details that support a main idea or summary statement.

5.R.12 Demonstrate an understanding of comparisons and contrasts

- a. Begin to demonstrate an understanding of comparison and contrasts

5.R.13 Identify cause and effect in a reading passage.

- a. Begin to demonstrate an understanding of cause and effect in a reading passage.

5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

- a. Begin to recognize persuasive and show understanding of narrative, descriptive, and expository writing

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

- a. Distinguish between fact and opinion, draw conclusions, and begin to make predictions.

5.R.16 Use context clues to learn about characters in a story

- a. Identify the main character and all other important characters in a story
- a. Infer characters' feelings about themselves or their surroundings at different points in a story.
- b. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).

5.R.17 Demonstrate an understanding of details in a story.

- a. Identify the most important details in a story.

5. R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

- a. Differentiate between point of view, flashback, and resolution

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

- a. Find and interpret information in grade-appropriate graphic material such as graphs and diagrams.



## English as a Second Language (ESL) Curriculum Standards

- 5.R20 Use and discern appropriate reference sources
  - a. Identify a dictionary and encyclopedia, magazines, and newspapers, electronic catalogs, thesaurus, and atlas.

### Writing Accomplishments

- 5.W.1 The student will develop the structural skills of the writing process .
  - a. Write cursive letters in upper- and lower-case
  - b. Write dictated words and sentences.
- 5.W.2 Write and use correct forms of verbs
  - a. Write the correct form of appropriate grade-level regular, and begin to write the correct form of irregular verbs.
  - b. Write the correct form of common inseparable phrasal verbs.
  - c. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
  - d. Use present perfect verb forms.
  - e. Use past progressive verbs
  - f. Begin to write verb forms with non-verb functions (e.g., infinitives and gerunds).
- 5.W.3 Use correct form of subject-verb agreement.
  - a. Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words
- 5.W.4 Write and use nouns correctly.
  - a. Use nouns as objects of prepositions
  - b. Form possessive nouns correctly (e.g., Bill's coat).
  - c. Write the correct form of irregular count plural nouns (e.g., child/children).
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing.
  - a. Use indefinite articles "a" and "an" correctly with count and non-count nouns.
- 5.W.6 Demonstrate an understanding of pronouns in writing.
  - a. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
  - b. Use demonstrative pronouns appropriately (e.g., "These are apples").
  - c. Continue to use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
  - d. Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody, everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.

## English as a Second Language (ESL) Curriculum Standards

- 5.W.7 Demonstrate an understanding of adjectives
- Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
  - Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
  - Continue to use adjective + preposition and verb + preposition combinations
- 5.W.8 Demonstrate an understanding of adverbs.
- Begin to use adverbs and adverb phrases in all appropriate sentence positions.
- 5.W.9 Use quotations appropriately in writing.
- Begin to discriminate direct quotations from indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she has a headache.)
- 5.W.10 Use coordinating conjunctions correctly.
- Use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- 5.W.11 Use phonetic strategies to spell words correctly.
- Spell high-frequency grade level words that are largely regular in context.
  - Spell high-frequency content grade level words that are largely irregular in context.
  - Spell common contractions
  - Spell words that involve any rules for conjoining morphemes.
  - Spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
  - Spell high-frequency grade level words with non-English spellings (e.g., bouquet).
- 5.W.12 Use punctuation correctly in writing.
- Use periods at the ends of sentences.
  - Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - Use question marks at the ends of questions.
  - Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - Use commas in addresses.
  - Use commas after introductory “yes” or “no.”
  - Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some washable glue, and a long ruler.).
  - Use commas joining two independent clauses with “but” or “or” (e.g., “You can stay here, or you can go home.”)
  - Begin to use commas to set off appositives (e.g., “Many of us, the people who pay taxes, oppose this idea.”)
  - Begin to use commas to set off independent modifiers (e.g., “You can bet your last dollar, if you’re confident, that Victor will be on time.”)

## English as a Second Language (ESL) Curriculum Standards

- k. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
  - l. Identify misplaced commas, based on rules taught with date(example – July 4, 1776)
  - m. Use apostrophes in contractions.
  - n. Use apostrophes to show possession for plural nouns
  - o. Use quotation marks in direct quotations with attributive text at the end (e.g., , "Take care of the cat, "Juanita said.)
  - p. Begin to use quotation marks in direct quotations with attributive text in the middle (e.g., "Take care of the cat," Juanita said, "and the fish, too.")
  - q. Use commas in direct quotations at the levels and situations described for direct quotations.
- 5.W.3 Use capitalization correctly in writing
- a. Capitalize first and last names, titles used with names (Aunt Betty), days of the week, months of the year, names of cities, states, countries, mountains, rivers, and lakes)
  - b. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - c. Begin to underline titles of books and capitalize important words in title
  - d. Capitalize all salutations and closings.
  - e. Capitalize beginning of direct quotations.
  - f. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")
- 5.W.14 Demonstrate an understanding of editing skills.
- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling appropriate to grade level
- 5.W.15 Demonstrate an ability to write sentences correctly
- a. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - b. To continue practice writing sentences compounded with "and" and "but."
  - c. Formulate negative sentences without double negatives.
  - d. Formulate simple negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").
- 5.W.16 Demonstrate an understanding of note taking skills.
- a. Continue to take notes and make outlines based on notes; begin formulating questions from a given text, and developing a word/phrase dictionary to enhance communication.
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- a. Continue to identify and correct run-on sentences and sentence fragments.

## English as a Second Language (ESL) Curriculum Standards

- 5.W.18 Demonstrate an understanding of writing different types of paragraphs
- Begin to write a spatially organized paragraph describing a familiar locale.
  - Begin to write a chronologically organized paragraph explaining a process
  - To continue to write a narrative paragraph describing a personal experience.
  - Continue to write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
  - Continue to determine the most effective order of sentences in a paragraph.
  - Continue to determine where paragraph breaks should occur
  - Continue to choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
  - Continue to eliminate a redundant or unnecessary sentence from a paragraph.
  - Begin to determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- Function Words ( add, subtract, multiply, and divide)
- Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- Patterns
- Sorting

#### Geometry

- Shapes
- Positions & Directions

#### Measurement

- Time
- Calendar
- Money
- Height & Weight
- Temperature
- Metric

#### Data Analysis

- Graphs
- Charts
- Parts of a Table

#### **Advance:**

### Listening

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings

## English as a Second Language (ESL) Curriculum Standards

5.L.2 Show an understanding of cause and effect

5.L.3 Respond to literal or inferential oral questions from teachers and others

5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.

5.L.5 Demonstrate an understanding of sequences

5.L.6 Demonstrate understanding of various literary types and figurative language

### Speaking

5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.

5.S.2 Pronounce and read multi-syllabic words

5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions

5.S.4 Ask and respond to questions from teachers and others

### Reading

5.R.1 Demonstrate an understanding of basic print concepts

5.R. 2 Demonstrate an understanding of phonetic elements and decoding skills

5.R.3 Identify high-frequency sight words and read aloud short sentences

5.R.4 Demonstrate an understanding of antonyms and synonyms

5.R.5 Show knowledge of the meaning of common affixes and root words.

5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)

5.R.7 Determine the answer to a literal or simple inference question from a passage

5.R.8 Determine the antecedent of a personal pronoun and noun phrase

5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns

5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.

## English as a Second Language (ESL) Curriculum Standards

5.R.11 Identify the best summary of an informative reading selection and identify the important details.

5.R.12 Demonstrate an understanding of comparisons and contrasts

5.R.13 Identify cause and effect in a reading passage

5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

5.R.16 Use context clues to learn about characters in a story

5.R.17 Demonstrate an understanding of details in a story.

5.R.18 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

5.R.20 Use and discern appropriate reference sources

### Writing

5.W.1 The student will develop the structural skills of the writing process .

5.W.2 Write and use correct forms of verbs

5.W.3 Use correct form of subject-verb agreement

5.W.4 Write and use nouns correctly

5.W.5 Demonstrate a knowledge of articles used correctly in writing

5.W.6 Demonstrate an understanding of pronouns in writing

5.W.7 Demonstrate an understanding of adjectives

5.W.8 Demonstrate an understanding of adverbs

5.W.9 Use quotations appropriately in writing

## English as a Second Language (ESL) Curriculum Standards

- 5.W.10 Use coordinating conjunctions correctly
- 5.W.11 Use phonetic strategies to spell words correctly
- 5.W.12 Use punctuation correctly in writing
- 5.W.13 Use capitalization correctly in writing
- 5.W.14 Demonstrate an understanding of editing skills
- 5.W.15 Demonstrate an ability to write sentences correctly
- 5.W.16 Demonstrate an understanding of note taking skills
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 5.L.1 Show an understanding of everyday vocabulary in social and classroom settings
  - a. Demonstrate understanding of basic academic, grade-level vocabulary.
  - b. Show recognition of simple statements (SVO, SV, past, present, or future) made of words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle)
  - c. Show an understanding of language functions (e.g., greetings, requests, offers of help, apologies)
- 5.L.2 Show an understanding of cause and effect.
  - a. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”)
- 5.L.3 Respond to literal or inferential oral questions from teachers and others.
  - a. Physically respond to literal or inferential oral questions.
  - b. Show understanding of implied questions pertaining to a short paragraph
- 5.L.4 Recognize vocabulary in fundamental and specialized concepts in content areas.
  - a. Demonstrate understanding of the most fundamental, specialized concepts in content areas (e.g., “experiment” in science, “right triangle” in geometry, etc.).

- 5.L.5 Demonstrate an understanding of sequences.
  - a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
- 5.L.6 Demonstrate understanding of various literary types and figurative language.
  - a. Demonstrate literal understanding of short poems.
  - b. Demonstrate literal understanding of short fictional narratives.
  - c. Demonstrate understanding of simple metaphors and personification.

### Speaking Accomplishments

- 5.S.1 Use generally correct intonation and phrasing when discussing a grade appropriate topic with acceptable fluency.
  - a. Understandably pronounce words from the content grade-level vocabulary
  - b. Pronounce the –s endings of plural nouns from advanced content vocabulary
  - c. Pronounce the –ed endings of regular past tense verbs from basic vocabulary
  - d. Read grade-level material aloud for fluency, with acceptable pronunciation and intonation.
- 5.S.2 Pronounce and read multi-syllabic words.
  - a. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words (e.g., sound out: believe, later, labor).
  - b. Read words that have three or more phonemes and words that are multi-syllabic.
- 5.S.3 Use generally acceptable grammar when speaking, expressing opinions and answering questions
  - a. Orally show expanded knowledge of the use of comparative and superlative adjectives
  - b. Continue to show an understanding of expanded content area action verbs
  - c. Use slang and idiomatic expressions appropriately
  - d. Make compound sentences.
  - e. Show ability to use the following verb tenses correctly ; present, past, present continuous, present perfect, and present perfect continuous (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).
  - f. Make sentences with modal auxiliaries and related idioms (e.g., had better, would rather, have to).
  - g. Make statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.
  - h. Use the correct form of modal auxiliaries can, could, may, might, will, would, should + base form of verbs.
  - i. Show an ability to use prepositions of time, place and position.



## English as a Second Language (ESL) Curriculum Standards

- j. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - k. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission, asking for clarification, making and accepting apologies; inviting; making suggestions; expressing needs and wants;
  - l. Explain a personal preference and give a reason for it.
  - m. Express an opinion about a grade-level issue and give two or more reasons to support it.
  - n. Explain several steps involved in completing a common grade-appropriate activity in chronological order.
  - o. Compare two types of places, people or animals.
- 5.S.4 Ask and respond to questions from teachers and others
- a. Ask and respond to questions intended to provide information on a grade-level school-based topic.

### Reading Accomplishments

- 5.R.1 Demonstrate an understanding of basic print concepts
- a. N/A
- 5.R.2 Demonstrate an understanding of phonetic elements and decoding skills
- a. N/A
- 5.R.3 Identify high-frequency sight words and read aloud short sentences
- a. Read aloud short passages with no errors.
- 5.R.4 Demonstrate an understanding of antonyms and synonyms.
- a. Identify antonyms of grade-level words.
  - b. Identify synonyms of grade-level words.
- 5.R.5 Show knowledge of the meaning of common affixes and root words.
- a. Infer the meaning of a word using knowledge of prefix meaning (e.g., interstate, ambidextrous)
  - b. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite – politely; angry – angrily; correct – correctly).
  - c. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- 5.R.6 Determine word meanings within context (homographs, idioms, compound words, contractions, etc.)
- a. Determine the meaning of a word with multiple meanings that best fits in a given context.
  - b. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).

## English as a Second Language (ESL) Curriculum Standards

- c. Determine the meaning of above-grade level vocabulary that is unfamiliar and/or demanding by using context clues (e.g., explicit definition of terms, paraphrase, synonyms, and repetition of key ideas).
  - d. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
  - e. Begin to demonstrate an understanding of compound words and contractions.
- 5.R.7 Determine the answer to a literal or simple inference question from a passage.
- a. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- 5.R.8 Determine the antecedent of a personal pronoun and noun phrase
- a. Determine the antecedent reference of a personal pronoun
  - b. Determine the antecedent reference of a noun or noun phrase. (example: "My friend James left his book on the bus.")
- 5.R.9 Demonstrate understanding of sequences of events and processes as well as organizational patterns
- a. Demonstrate understanding of sequences of events and/or processes after reading a short grade-level passage (e.g., determine “what happened second”).
  - b. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- 5.R.10 Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
- a. Identify the main idea or main topic when it is explicitly or not explicitly stated in a reading passage.
5. R.11 Identify the best summary of an informative reading selection and identify the important details.
- a. Identify the best summary of an informative reading selection.
  - b. Identify the important details that support a main idea or summary statement.
5. R.12 Demonstrate an understanding of comparisons and contrasts.
- a. Demonstrate an understanding of comparisons and contrasts.
5. R. 13 Identify cause and effect in a reading passage.
- a. Demonstrate an understanding of cause and effect in a reading passage, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”)
- 5.R.14 Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- a. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.

## English as a Second Language (ESL) Curriculum Standards

5.R.15 Demonstrate an understanding of fact and opinion, drawing conclusions, making predictions.

- a. Draw conclusions, distinguish between fact and opinions, and make predictions.

5.R.16 Use context clues to learn about characters in a story

- a. Identify the main character and all other important characters in a story.
- b. Infer characters' feelings about themselves or their surroundings at different points in a story.
- c. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).

5.R.17 Demonstrate an understanding of details in a story.

- a. Identify the most important details in a story.

5.R.8 Understand literary elements (plot, character, setting, point of view, flashback, resolution, and theme).

- a. Tell the difference between the literary elements of plot, character, setting, point of view, flashback, resolution, and theme.

5.R.19 Understand information in graphic material (e.g., graphs, maps, charts, and diagrams).

- a. Find and interpret information in grade-appropriate graphic material (e.g., graphs, maps, charts, and diagrams).

5.R.20 Use and discern appropriate reference sources.

- a. Discern which resource is needed to locate information needed.

### Writing Accomplishments

5.W.1 The student will develop the structural skills of the writing process .

- a. Write cursive letters in upper- and lower case
- b. Write dictated words and sentences.

5.W.2 Write and use correct forms of verbs

- a. Write the correct form of appropriate grade-level regular and irregular verbs
- b. Write the correct form of common separable and inseparable phrasal verbs.
- c. Write the correct form of modal auxiliaries can, could, may, might, will, would, should, must, ought + base form of verbs.
- d. Use present perfect verb forms.
- e. Use past progressive verbs
- f. Write verb forms with non-verb functions (e.g., infinitives and gerunds).

5.W.3 Use correct form of subject-verb agreement

- a. Write the correct form of subject-verb agreement with count and non-count nouns and with intervening words

## English as a Second Language (ESL) Curriculum Standards

- 5.W.4 Write and use nouns correctly.
- Use nouns as direct objects and objects of prepositions
  - Form possessive nouns correctly (e.g., Bill's coat).
  - Write the correct form of irregular count plural nouns (e.g., child/children).
- 5.W.5 Demonstrate a knowledge of articles used correctly in writing.
- Use indefinite articles "a" and "an" correctly with count and non-count nouns.
- 5.W.6 Demonstrate an understanding of pronouns in writing.
- Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives (e.g., Most of us Americans like ice cream. We Americans like ice cream.)
  - Use demonstrative pronouns appropriately (e.g., "These are apples").
  - Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
  - Use the following indefinite pronouns with correct subject-verb agreement: all, another, any, anybody, anyone, anything, both, each, either, everybody, everything, many, few, neither, nobody, none, no one, nothing, one, several, some, somebody, someone, something.
- 5.W.7 Demonstrate an understanding of adjectives
- Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
  - Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
  - Use adjective + preposition and verb + preposition combinations
- 5.W.8 Demonstrate an understanding of adverbs.
- Use adverbs and adverb phrases in all appropriate sentence positions
- 5.W.9 Use quotations appropriately in writing.
- Discriminate direct quotations from indirect quotations (e.g., Martha said, "I have a headache"; Martha said that she has a headache.)
- 5.W.10 Use coordinating conjunctions correctly.
- Use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").
- 5.W.11 Use phonetic strategies to spell words correctly.
- Spell high-frequency words that are phonemically regular or that have common orthographic patterns in context (e.g., phonemically regular: sounds /mm/ /ă/ /nn/ spelled m-a-n, pattern of /vv/ at end of a word, such as "have," spelled v-e).
  - Spell high-frequency content grade level words that are largely irregular.
  - Spell words that involve any rules for conjoining morphemes

## English as a Second Language (ESL) Curriculum Standards

- e. Spell words for which the pronunciation changes notably when a suffix is added (e.g., act + ion = action, inverse + ion = inversion).
  - f. Spell high-frequency grade level words with non-English spellings (e.g., bouquet).
- 5.W.12 Use punctuation correctly in writing
- a. Use periods at the ends of sentences.
  - b. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
  - c. Use question marks at the ends of questions.
  - d. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
  - e. Use commas in addresses.
  - f. Use commas after introductory "yes" or "no."
  - g. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some washable glue, and a long ruler.).
  - h. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
  - i. Use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
  - j. Use commas to set off independent modifiers (e.g., "You can bet your last dollar, if you're confident, that Victor will be on time.")
  - k. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
  - l. Identify misplaced commas, based on rules taught with date(example – July 4, 1776)
  - m. Use apostrophes in contractions
  - n. Use apostrophes to show possession for singular and plural nouns
    - o. Use quotation marks in direct quotations with attributive text at the beginning and end
  - p. Use quotation marks in direct quotations with attributive text in the middle (e.g., "Take care of the cat," Juanita said, "and the fish, too.")
  - q. Use commas in direct quotations at the levels and situations described for direct quotations
- 5.W.13 Use capitalization correctly in writing
- a. Capitalize first and last names, titles used with names (Aunt Betty), days of the week, months of the year, names of cities, states, countries, mountains, rivers and lakes)
  - b. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - c. Begin to underline titles of books and capitalize important words in title
  - d. Capitalize all salutations and closings.
  - e. Capitalize beginning of direct quotations.
  - f. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")

## English as a Second Language (ESL) Curriculum Standards

- 5.W.14 Demonstrate an understanding of editing skills.
- Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling appropriate to grade level (example - to, too, two, etc).
- 5.W.15 Demonstrate an ability to write sentences correctly
- Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - To write sentences compounded with “and” and “but”
  - Formulate negative sentences without double negatives.
  - Formulate more negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- 5.W.16 Demonstrate an understanding of note taking skills.
- Take notes and make outlines based on notes; formulate questions from a given text; develop a word/phrase dictionary to enhance communication.
- 5.W.17 Identify and correct run-on sentences and sentence fragments.
- Identify and correct run-on sentences and sentence fragments.
- 5.W.18 Demonstrate an understanding of writing different types of paragraphs
- Write a spatially organized paragraph describing a familiar locale.
  - Write a chronologically organized paragraph explaining a process.
  - Write a narrative paragraph describing a personal experience.
  - Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
  - Determine the most effective order of sentences in a paragraph.
  - Determine where paragraph breaks should occur.
  - Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
  - Eliminate a redundant or unnecessary sentence from a paragraph.
  - Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- Function Words ( add, subtract, multiply, and divide)
- Numbers, (i.e. cardinal, ordinal, and counting).

## English as a Second Language (ESL) Curriculum Standards

### Algebra

- a. Patterns
- b. Sorting

### Geometry

- a. Shapes
- b. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Sixth Grade ESL**

**Beginner**

**Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

**Listening Standards**

- 6.L.1. The student will show understanding of appropriate vocabulary.
- 6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- 6.L.3. The student will understand the rules for conversation.
- 6.L.4. The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

**Speaking Standards**

- 6.S.1. The student will communicate ideas clearly and effectively.
- 6.S.2. The students will use spoken English to build vocabulary within all academic areas.
- 6.S.3. Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.
- 6.S.4. The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

**Reading Standards**

- 6.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.
- 6.R.2. The student will use knowledge of letter- sounds correspondence in order to decode words.
- 6.R.3. The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.



## English as a Second Language (ESL) Curriculum Standards

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

### Writing Standards

6.W.1 The student will develop the structural skills of the writing process.

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

6.L.1. The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of beginning level vocabulary .
- b. Demonstrate understanding of simple statements (SVO, SV,) composed of a limited vocabulary that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- c. Demonstrate understanding of simple commands. (Line up., Sit down, etc.)

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Demonstrate understanding of the main idea of oral directions.

6.L.3. The student will understand the rules for conversation.

## English as a Second Language (ESL) Curriculum Standards

- a. Demonstrate understanding of language functions (e.g., greetings).

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

### Speaking Accomplishments

6.S.1 The student will communicate ideas clearly and effectively.

- a. Intelligibly pronounce words for beginning level (e.g. school, survival and family.)
- b. Use words and/or gestures to respond to questions related to Beginning-level topics.
- c. Read aloud personal information.

6.S.2 The students will use spoken English to build vocabulary within all academic areas.

- a. Name familiar classroom objects.

6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

- a. Formulate simple sentences.
- b. Answer questions using gestures and/or the word "no".
- c. For a sequence of pictures, explain in simple sentences what the pictures are illustrating.
- d. Provide personal information.
- e. Use gestures to identify familiar objects.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

- a. Use gestures to communicate effectively in grade-appropriate settings:
  - greeting,
  - expressing needs and wants;
  - use gestures to express a personal preference.

### Reading Accomplishments

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

- a. Identify directionality of written text.
- b. Name all uppercase and lowercase letters of the alphabet.
- c. Identify letters, printed words.

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

- a. Identify sound-letter correlation.

## English as a Second Language (ESL) Curriculum Standards

- b. Phonemic Awareness, Decoding, and Word Recognition
  - c. Decide whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
  - d. Identify most often used academic words.
- 6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.
- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- 6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.
- 6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.
- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order).
  - b. Identify the main character in a story.

### Writing Accomplishments

- 6.W.1 The student will develop the structural skills of the writing process .
- 6.W.2 The student will develop the structural an creative skills of the writing process necessary to produce written language within the content area.
- a. Write the correct form of regular verbs.
  - b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)
- 6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.
- 6.W.3 The student will use correct spelling within content areas.
- 6.W.4 The Student will use correct punctuation.
- 6.W.5 The student will compose and write a variety paragraphs.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

## English as a Second Language (ESL) Curriculum Standards

### Algebra

- a. Patterns
- b. Sorting

### Geometry

- a. Shapes
- b. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## High Beginner

### Current Standard:

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### Listening Standards

6.L.1. The student will show understanding of appropriate vocabulary.

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

6.L.3. The student will understand the rules for conversation.

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

### Speaking Standards

6.S.1 The student will communicate ideas clearly and effectively.

6.S.2 The students will use spoken English to build vocabulary within all academic areas.

## English as a Second Language (ESL) Curriculum Standards

6.S.3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

### Reading Standards

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

### Writing Standards

6.W.1 The student will develop the structural skills of the writing process.

6.W.2 The student will develop the structural an creative skills of the writing process necessary to produce written language within the content area.

6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

### Mathematics

## English as a Second Language (ESL) Curriculum Standards

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

- 6.L.1. The student will show understanding of appropriate vocabulary.
- Demonstrate understanding of high beginning level vocabulary .
  - Demonstrate understanding of comparative and superlative forms. (e.g. brave, braver, bravest)
  - Demonstrate understanding prepositions (e.g. on, under, below, above, at etc)
  - Demonstrate understanding of simple statements (SVO, SV,) composed of basic words that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
  - Demonstrate understanding of simple complex commands.(e.g. Take out your pencil and paper and copy the sentence on the board.)
- 6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- Demonstrate understanding of the main idea of a short oral passage.
  - Decode unknown words in context.
  - Understand simple questions pertaining to a short passage.
  - Demonstrate understanding of sequences of events after listening to a short passage.
  - Distinguish between true and false information.
  - Demonstrate understanding of the meaning of a short poem.
- 6.L.3. The student will understand the rules for conversation.
- Demonstrate an understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- 6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.
- Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
  - Demonstrate the meaning of short poems.
  - Interpret abstract language (e.g. simple idioms, ex: eat like a bird)

### Speaking Accomplishments

- 6.S.1 The student will communicate ideas clearly and effectively.
- Intelligibly pronounce words for beginning level (e.g. food, clothing, weather, calculator, time, money, and parts of the body).

## English as a Second Language (ESL) Curriculum Standards

- b. Clearly pronounce the –s endings of academic level words (including adjectives and preposition combinations e.g. accustomed to.)
  - c. Clearly pronounce –ed endings of academic words, including regular past tense –ed forms of verbs and the past participle. (e.g. bored, concerned, etc.)
  - d. Use words and/or phrases to respond to questions related to high Beginning-level topics.
  - e. Read aloud material used with beginning and high beginning topics. (e.g. compound words such as housetop)
  - f. Use expression on the correct word in a sentence when speaking (e.g., do not stress function words).
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- a. Pronounce short grade level content vocabulary appropriately.
6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.
- a. Formulate simple sentences and simple compound sentences.
  - b. Formulate clarifying questions.
  - c. Orally demonstrate the ability to use the following verb tenses accurately.
  - d. Respond accurately to questions containing commonly used modal auxiliaries.
  - e. Answer questions using negative words or phrases.
  - f. Use articles (“a(n)”, “the” orÆ) in all content areas.
  - g. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - h Ask and respond to questions intended to provide information on a grade-level school-based topic.
  - i. Provide personal information.
  - j. Respond to High Beginning topic questions.
  - k. Use words or phrases to tell the use or purpose of familiar objects.
- 6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.
- a. Use the following language functions to communicate effectively in grade-appropriate settings:
    - making and accepting apologies;
    - inviting;
    - making suggestions;
    - expressing needs and wants,
    - asking for clarification; asking for directions;
    - asking advice;
  - b. Express a personal preference.
  - c. Narrate a grade-appropriate story based on a sequence of pictures.
  - d. Be able to tell how two things are alike.

### Reading Accomplishments

## English as a Second Language (ESL) Curriculum Standards

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

- a. Identify parts of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).
- c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Recognize and name all uppercase and lowercase letters of the alphabet.
- e. Identify letters, printed words, and printed sentences.
- f. Identify parts of text for learning (e.g. title page, table of contents, glossary, index)

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

- a. Distinguish vowel and consonant sounds.
- b. Phonemic Awareness, Decoding, and Word Recognition
- c. Decide whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- d. Decide long- and short-vowel sounds in orally-stated single-syllable words (e.g., bit/bite).
- e. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- f. Orally blend words that have three or more phonemes
- g. Orally segment multi-syllabic words
- h. Identify pairs of single-syllable words that rhyme
- i. Identify most often used academic words.
- j. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words from academic readings (e.g., sound out: for, far, fir, fur, her).
- k. Sound out and blend words that have three or more phonemes.
- l. Read aloud short sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions).

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- b. Identify similar grade-level words from the grade level reading list.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

- a. Read compound words.
- b. Identify personal pronouns.
- c. Identify nouns and noun phrases.



## English as a Second Language (ESL) Curriculum Standards

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of five pictures in order).
- b. Identify the main idea or main topic when it is clearly stated.
- c. Identify the main idea or main topic when it is not clearly stated.
- d. Tell what would most likely happen next in a narrative (story).
- e. Identify the main character and all other important characters in a story.
- f. Tell about character's feelings at different points in a story.
- g. Understand the most important details in a story.
- h. Explain the differences about the literary elements of a story (characters and setting.)

### Writing Accomplishments

6.W.1 The student will develop the structural skills of the writing process .

- a. Print in upper- and lower case.
- b. Write dictated words and sentences.

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

- a. Write the correct form of regular verbs from the High Level topics.
- b. Write the correct form of appropriate irregular verbs (e.g., make/made) from academic readings.

6.W.2.b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

- a. Write the correct form of subject-verb agreement.
- b. Use nouns as direct objects
- c. Use interrogative pronouns (who, what, where, when, + noun, which + noun) in simple questions (e.g., "What book is this?").
- d. Use High beginning indefinite pronouns with correct subject-verb agreement.
- e. Use adverbs and adverb phrases in initial sentence positions.
- f. Use direct quotations (e.g., Martha said, "I have a headache"; Martha said that she has a headache
- g. Use coordinating conjunctions (i.e., "both...and");

6.W.3 The student will use correct spelling within content areas.

- a. Spell high-frequency beginning word list.

6.W.4 The Student will use correct punctuation.

- a. Use periods at the ends of sentences.

## English as a Second Language (ESL) Curriculum Standards

- b. Use apostrophes in contractions.
  - c. Use hyphens correctly in routinely hyphenated words.
  - d. Capitalize the first word in a sentence.
  - e. Capitalize street names.
  - f. Write complete simple sentences.
- 6.W.5 The student will compose and write a variety paragraphs.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Intermediate**

#### **Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### Listening Standards

- 6.L.1. The student will show understanding of appropriate vocabulary.

## English as a Second Language (ESL) Curriculum Standards

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

6.L.3. The student will understand the rules for conversation.

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

### Speaking Standards

6.S.1 The student will communicate ideas clearly and effectively.

6.S.2 The students will use spoken English to build vocabulary within all academic areas.

6.S.3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

### Reading Standards

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

### Writing Standards

6.W.1 The student will develop the structural skills of the writing process.

6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.

## English as a Second Language (ESL) Curriculum Standards

6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

6.L.1. The student will show understanding of appropriate vocabulary. a. Demonstrate everyday vocabulary(e.g. common classroom objects and activities.)

a. Demonstrate understanding of content vocabulary .

b. Demonstrate understanding of comparative and superlative forms. (e.g. brave, braver, bravest; more, most, most)

c. Demonstrate understanding of prepositions of space, time, place, position, and reason.

d. Demonstrate understanding of simple, compound and complex statements (SVO, SV, past, present, or future) made of academic words .

e. Demonstrate understanding of complex commands containing content language.( e.g. Draw a map of Africa label, rivers, cities and countries.)

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

a. Listen attentively to a variety of media for specific information.

b. Decode academic words in context using previously learned strategies.

c. Demonstrate an understanding of cause and effect.

d. Demonstrate literal understanding of orally presented content topic.

e. Determine the answer to simple inference question from an orally presented grade-level passage.

f. Understand the answer to simple conclusion questions regarding the meaning of an orally presented content area passage.

## English as a Second Language (ESL) Curriculum Standards

- g. Demonstrate understanding of sequences of events after listening to a short grade-level passage that reflects corresponding proficiency levels. (e.g. what happened second.)
  - h. Distinguish between relevant and irrelevant information in a persuasive argument.
  - i. Demonstrate understanding of the meaning of a poem containing two or more stanzas.
  - j. Demonstrate understand of the theme in short fictional narratives.
  - k. Demonstrate understanding of similes and metaphors.
- 6.L.3. The student will understand the rules for conversation.
- a. Demonstrate an understanding of language functions (e.g., greetings, requests, offers of help, apologies and others social words).
- 6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
  - b. Evaluate the usefulness of a convincing oral argument.
  - c. Interpret abstract language (e.g. simple idioms, ex: eat like a bird; similes; as light as a feather; metaphors, Skip is s a clown.)

### Speaking Accomplishments

- 6.S.1 The student will communicate ideas clearly and effectively.
- a. Clearly pronounce words from grade level content vocabulary.
  - b. Clearly pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill’s coat, and the plural –s ending on nouns).
  - c. Clearly pronounce –ed endings of academic words, including regular past tense –ed forms of verbs and the past participle. (e.g. walked, have walked , worried and have worried) .
  - d. Speak confidently (i.e., speak at a normal rate with normal tone and phrasing) when discussing academic topics using complex sentences.
  - e. Read aloud content area material for fluency with appropriate pronunciation and intonation .
  - f. Use expression on the correct word in a sentence when speaking (e.g., do not stress function words).
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- a. Name familiar classroom objects.
  - b. Pronounce grade level content vocabulary appropriately.
  - c. Use grade-level idioms and local slang correctly.

## English as a Second Language (ESL) Curriculum Standards

6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

- a. Formulate sentences with subordinate and relative clauses
- b. Orally demonstrate the ability to use the following verb tenses accurately: presently, past, present continuous present perfect, present perfect continuous and past continuous.
- c. Formulate sentences with modal auxiliaries and related idioms (e.g., had better, would rather, have to).
- d. Formulate conditional statements (e.g., If I were a millionaire, I would. . .).
- e. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- f. formulate negative statements , avoiding double negatives and using "no" or "not' correctly.
- g. Use quantifiers with count and non-count nouns.
- h. Demonstrate an ability to use prepositions of time, place, position, and reason.
- i. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- j. Ask and respond to questions intended to provide information on a grade-level school-based topic.
- k. Provide personal information.
- l. Ask and Respond to grade level topic questions.
- m. Use a variety of sentences to tell the use or purpose of familiar objects.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

- a. Use the following language functions to communicate effectively in grade-appropriate settings: ▪making and accepting apologies; ▪inviting; ▪making suggestions; ▪expressing needs and wants, ▪asking for clarification; asking for directions; ▪asking advice; ▪agreeing and disagreeing
- b. Express a personal preference and give two or more reasons for it.
- c. Express an opinion about a grade-level issue and give two or more reasons to support it.
- d. Explain several steps involved in completing a common grade- appropriate activity in chronological order (i.e. arrangement of events or dates in the order in which they occur) [e.g. sequence of a story or life cycle etc.]
- e. Narrate a grade-appropriate story based on a sequence of pictures.
- f. Be able to tell how two things are alike and explain the differences between the two types of places, people or animals.

### Reading Accomplishments

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

- a. Identify the direction to move within a word and across the lines of a text (e.g., sounding out left-to-right and reading text left-to-right).

## English as a Second Language (ESL) Curriculum Standards

- b. Use learned strategies to analyze text (illustrations/pictures, captions, headings and subheadings)
- c. Use parts of text for learning (e.g. title page, table of contents, glossary, index)
- d. Use parts of text for learning (e.g. title page, table of contents, glossary, index)

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

- a. Decode unknown words in context using previously learned strategies.
- b. Phonemic Awareness, Decoding, and Word Recognition
- c. Decide whether words start with sounds that are the same or different (e.g., vote and boat, run and real).
- d. Distinguish long- and short-vowel sounds in orally-stated single-syllable words (e.g.
- e. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- f. Orally blend words that have three or more phonemes
- g. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words. (e.g., sound out: believe, later, labor).
- h. Read words that have three or more phonemes and words that are multi-syllabic
- i. Read aloud sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions).

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- b. Identify synonyms of grade-level words.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

- a. Identify differences between types of text (e.g. prose, poetry, magazines, newspapers, letters, play, and text books).
- b. Show understanding that common suffixes such as "ness" are added to root words.
- c. Show knowledge of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- d. Decide the meaning of unfamiliar compound words by using an understanding of individual known words..
- e. Identify personal pronouns in academic reading.
- f. Identify nouns and noun phrases in academic readings.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

## English as a Second Language (ESL) Curriculum Standards

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
- b. Identify the main idea or main topic when it is clearly stated.
- c. Identify the main idea or main topic when it is not clearly stated.
- d. Predict (Tell) what would most likely happen next in a narrative (story).
- e. Draw conclusions about the strength of an argument in a believable story.
- f. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- g. Tell about character's feelings at different points in a story.
- h. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- i. Explain the differences about the literary elements of a story (plot, character, setting, and point of view.)

### Writing Accomplishments

- 6.W.1 The student will develop the structural skills of the writing process .
- a. Write cursive letters in upper- and lower case
  - b. Write dictated words and sentences.
  - c. Write the correct form of appropriate grade-level regular and irregular verbs.
  - d. Write the correct form of appropriate irregular verbs (e.g., make/made) from
  - e. Use past progressive verb forms.
- 6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.
- a. Write the correct form of regular verbs.
- 6.W.2.b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)
- a. Express future time with "if" clauses (e.g., "If you go to the party, you will have a good time").
  - b. Use conditional verb forms with "if" clauses ("If I had enough money, I would buy new shoes").
  - c. Write verb forms with non-verb meaning (e.g., infinitives and gerunds).
- 6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.
- a. Write the correct form of subject-verb agreement with count and non-count nouns from the academic material.
  - b. Use nouns as direct objects and objects of prepositions.
  - c. Use possessive nouns correctly (e.g., Bill's coat).
  - d. Write the correct form of irregular count plurals (e.g., child/children) from academic material.
  - e. Use indefinite articles "a" and "an" correctly with count and non-count nouns from academic material.
  - f. Use demonstrative pronouns appropriately (e.g., "These are apples").



## English as a Second Language (ESL) Curriculum Standards

- g. Use interrogative pronouns (who, what, where, why, when and how) in complex questions (e.g., “What is he doing?”).
  - h. Use high intermediate indefinite pronouns with correct subject-verb agreement.
  - i. Use possessive adjectives and pronouns appropriately (e.g., “my,” “mine,” “your,” “yours”).
  - j. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest)
  - k. Use adjective + preposition and verb + preposition combinations
  - l. Use adverbs and adverb phrases in all appropriate sentence positions.
  - m. Use direct quotations and indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she has a headache.)
  - n. Use coordinating conjunctions (i.e., “both...and”; “either...or”;).
  - o. Combine words as they normally appear in idiomatic English intermediate vocabulary.)
- 6.W.3 The student will use correct spelling within content areas.
- a. Spell high-frequency intermediate words.
  - b. Spell common contractions.
  - c. Spell high-frequency grade level words with non-English spellings (e.g., bouquet).
- 6.W.4 The Student will use correct punctuation.
- a. Use question marks at the ends of questions
  - b. Identify misplaced commas, based on rules taught to date
  - c. Use apostrophes in contractions.
  - d. Use apostrophes to show possession for singular nouns...
  - e. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and “compound” hyphenations (e.g., Do you want first-, second- or third-class tickets?).
  - f. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")
  - g. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
  - h. Capitalize names of familiar books and underline or use italics for book titles.
  - i. Capitalize all salutations (greetings) and closings within a letter.
  - j. Capitalize beginning of direct quotations.
  - k. Capitalize mountains, rivers, and lakes.
  - l. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
  - m. Write compound sentences using "and" and “but.”
- 6.W.5 The student will compose and write a variety paragraphs.
- a. Write a descriptive paragraph with a topic sentence and several supporting ideas.
  - b. Write a chronologically organized paragraph explaining a process.
  - c. Write a chronologically organized paragraph explaining a process.

## English as a Second Language (ESL) Curriculum Standards

- d. Determine where paragraph breaks should occur.
- e. Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
- f. Determine the most effective order of sentences in a paragraph.
- g. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- h. Eliminate an unnecessary sentence from a paragraph.

### Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Intermediate**

#### **Current Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### Listening Standards

6.L.1. The student will show understanding of appropriate vocabulary.

## English as a Second Language (ESL) Curriculum Standards

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

6.L.3. The student will understand the rules for conversation.

6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.

### Speaking Standards

6.S.1 The student will communicate ideas clearly and effectively.

6.S.2 The students will use spoken English to build vocabulary within all academic areas.

6.S.3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.

6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.

### Reading Standards

6.R.1 The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

### Writing Standards

6.W.1 The student will develop the structural skills of the writing process.

6.W.2 The student will develop the structural an creative skills of the writing process necessary to produce written language within the content area.

## English as a Second Language (ESL) Curriculum Standards

6.W.2.b Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)

6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.

6.W.3 The student will use correct spelling within content areas.

6.W.4 The Student will use correct punctuation.

6.W.5 The student will compose and write a variety paragraphs.

### Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Listening Accomplishments

6.L.1. The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of content vocabulary .
- b. Demonstrate understanding of comparative and superlative forms. (e.g. brave, braver, bravest; more, most, most)
- c. Demonstrate understanding of most prepositions (including prepositions of manner and of comparisons)
- d. Demonstrate understanding of simple, compound, and complex statements, including conditionals (SVO, SV, past, present, or future) made of academic words .
- e. Demonstrate understanding of complex commands containing content language.( e.g. Draw a topographical map of Africa .)

6.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Listen attentively to a variety of media for specific information.
- b. Decode academic words in context using previously learned strategies.
- c. Demonstrate an understanding of cause and effect.
- d. Demonstrate literal understanding of orally presented content topic.
- e. Determine the answer to simple inference question from an orally presented grade-level passage.
- f Understand the answer to simple conclusion questions regarding the meaning of an orally presented content area passage.
- g. Demonstrate understanding of sequences of events after listening to a short grade-level passage that reflects corresponding proficiency levels. (e.g. what happened second, third and fourth.)

## English as a Second Language (ESL) Curriculum Standards

- h. Distinguish between relevant and irrelevant information in a persuasive argument.
  - i. Demonstrate understanding of the meaning of a poem containing two or more stanzas.
  - j. Demonstrate understanding of the theme in short grade level fictional narratives.
  - k. Demonstrate understanding of similes, metaphors and personification.
- 6.L.3. The student will understand the rules for conversation.
- 6.L.4 The student will demonstrate understanding of the details that support the main ideas and central elements of the content level text.
- a. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine “what happened second”).
  - b. Evaluate the usefulness of a convincing oral argument.
  - c. Interpret abstract language (e.g. simple idioms, ex: eat like a bird; similes; as light as a feather; metaphors, Skip is s a clown.)

### Speaking Accomplishments

- 6.S.1 The student will communicate ideas clearly and effectively.
- a. Clearly pronounce words from grade level content vocabulary.
  - b. Clearly pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill’s coat), and the plural –s ending on nouns).
  - c. Clearly pronounce –ed endings of grade-level words, including regular past tense –ed forms of verbs and the past participle. (e.g. talked and have talked .
  - d. Speak confidently (i.e., speak at a normal rate with normal tone and phrasing) when discussing a grade-level topic.
  - e. Read aloud content area material for fluency with appropriate pronunciation and intonation .
  - f. Use expression on the correct word in a sentence when speaking (e.g., do not stress function words).
- 6.S.2 The students will use spoken English to build vocabulary within all academic areas.
- a. Pronounce grade level content vocabulary appropriately.
  - b. Use grade-level idioms and local slang correctly.
6. S. 3 Students will use English to develop the skills necessary to use proper grammar in spoken form within all content areas.
- a. Formulate sentences with subordinate and relative clauses.
  - b. Orally demonstrate the ability to use the following verb tenses accurately: presently, past, present continuous present perfect, present perfect continuous and past continuous.

## English as a Second Language (ESL) Curriculum Standards

- c. Formulate sentences with modal auxiliaries and related idioms (e.g., had better, would rather, have to).
  - d. Formulate conditional statements (e.g., If I were a millionaire, I would. . .).
  - e. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
  - f. formulate negative statements , avoiding double negatives and using "no" or "not' correctly.
  - g. Use quantifiers with count and non-count nouns.
  - h. Demonstrate an ability to use prepositions of time, place, position, and reason.
  - i. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
  - j. Ask and respond to questions intended to provide information on a grade-level school-based topic.
  - k. Provide personal information.
  - l. Ask and Respond to questions intended to provide information on a grade- level school-based topic.
  - m. Use a variety of sentence structures to tell the use or purpose of familiar objects.
- 6.S.4 The student will use standard English in order to Organize and share information, stories, experiences, ideas, and feelings with others.
- a. Use the following language functions to communicate effectively in grade-appropriate settings: making and accepting apologies; ■inviting; ■making suggestions; ■expressing needs and wants, ■asking for clarification; asking for directions; ■asking advice; ■agreeing and disagreeing
  - b. Express a personal preference and give two or more reasons for it.
  - c. Express an opinion about a grade-level issue and give two or more reasons to support it.
  - d. Explain several steps involved in completing a common grade- appropriate activity in chronological order (i.e. arrangement of events or dates in the order in which they occur) [e.g. sequence of a story or life cycle etc.]
  - e. Narrate a grade-appropriate story based on a sequence of pictures.
  - f. Be able to tell how two things are alike and explain the differences between the two types of places, people or animals.

### Reading Accomplishments

- 6.R.1.The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print texts.
- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
  - b. Use learned strategies to analyze text (illustrations/pictures, captions, headings, subheadings and footnotes)
  - c. Use parts of text for learning (e.g. title page, table of contents, glossary, index)

## English as a Second Language (ESL) Curriculum Standards

6.R.2 The student will use knowledge of letter- sounds correspondence in order to decode words.

- a. Decode unknown words in context using previously learned strategies.
- b. Phonemic Awareness, Decoding, and Word Recognition
- c. Identify the most common phoneme for varying letter combinations, including common consonant digraphs (th, ch, sh), vowel digraphs (ea, oa, oo) and diphthongs (oi, ow).
- d. Use knowledge of vowel digraphs and r-controlled letter-sound associations to read multi-syllabic words. (e.g., sound out: believe, later, labor).
- e. Read words that have three or more phonemes and words that are multi-syllabic
- f. Read aloud sentences that are statements, questions, and exclamations with natural tone (e.g., rising pitch at ends of questions).

6.R.3 The students will select appropriate synonyms and antonyms and multiple meaning words to derive meaning within the content area text.

- a. Identify antonyms of grade-level words (e.g., hot and cold, up and down, over and under, big and small).
- b. Identify synonyms of grade-level words.

6.R.4. The students will recognize and use grade appropriate and/or content specific vocabulary within the context.

- a. Identify differences between types of text (e.g. prose, poetry, magazines, newspapers, letters, play, and text books).
- b. Show understanding that common suffixes such as "ness" are added to root words.
- c. Show an understanding of the relationships between adjectives and related adverb forms that end in "-ly" (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly).
- d. Decide the meaning of unfamiliar compound words by using an understanding of individual known words.
- e. Identify personal pronouns and the antecedent in grade level reading.
- f. Identify nouns and noun phrases in grade level readings.

6.R.5 The students will predict outcomes, state reasonable generalizations and draw conclusions within academic areas.

- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of four sentences into chronological order).
- b. Identify the main idea or main topic when it is clearly stated.
- c. Identify the main idea or main topic when it is not clearly stated.
- d. Predict (Tell) what would most likely happen next in a narrative (story).
- e. Draw conclusions about the strength of an argument in a believable story.
- f. Identify the main character and all other important characters in a story.
- g. Tell about character's feelings at different points in a story.
- h. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).

## English as a Second Language (ESL) Curriculum Standards

- i. Explain the differences about the literary elements of a story (plot, character, setting, point of view, memory, and solution).

### Writing Accomplishments

- 6.W.1 The student will develop the structural skills of the writing process .
  - a. Write cursive letters in upper- and lower case
  - b. Write dictated words and sentences.
  
- 6.W.2 The student will develop the structural and creative skills of the writing process necessary to produce written language within the content area.
  - a. Write the correct form of appropriate grade-level regular and irregular verbs.
  - b. Write the correct form of appropriate irregular verbs (e.g., make/made)
  - c. Use past progressive verb forms.
  
- 6.W.2.b. Show understanding of idioms in a passage that is read orally. (e.g. writing complete paragraph)
  - a. Express future time with “if” clauses (e.g., “If you go to the party, you will have a good time”).
  - b. Use conditional verb forms with “if” clauses (“If I had enough money, I would buy new shoes”).
  - c. Write verb forms with non-verb meaning (e.g., infinitives and gerunds).
  
- 6.W.2 The student will use standard English language conventions as appropriate to writing within the academic area.
  - a. Write the correct form of subject-verb agreement with count and non-count
  - b. Use nouns as direct objects and objects of prepositions.
  - c. Use possessive nouns correctly (e.g., Bill’s coat).
  - d. Write the correct form of irregular count plurals (e.g., child/children)
  - e. Use indefinite articles “a” and “an” correctly with count and non-count nouns
  - g. Use interrogative pronouns (who, what, where, why, when and how) in complex questions (e.g., “What is he doing?”) at grade level.
  - h. Use advanced indefinite pronouns with correct subject-verb agreement.
  - i. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
  - k. Use adjective + preposition and verb + preposition combinations
  - l. Use adverbs and adverb phrases in all appropriate sentence
  - m. Use direct quotations and indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she has a headache.)
  - n. Use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
  - o. Combine words as they normally appear in idiomatic English Advanced Vocabulary.)
  
- 6.W.3 The student will use correct spelling within content areas.
  - a. Spell high-frequency advanced level words.



## English as a Second Language (ESL) Curriculum Standards

- b. Spell common contractions.
  - f. Spell high-frequency grade level words with non-English spellings (e.g., bouquet).
- 6.W.4 The Student will use correct punctuation.
- a. Use exclamation marks with imperatives as appropriate (e.g., Stop!). Use commas in addresses and after introductory "yes" or "no."
  - b. Identify misplaced commas, based on rules taught to date
  - c. Use apostrophes in contractions.
  - d. Use apostrophes to show possession for singular nouns.
  - e. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and "compound" hyphenations (e.g., Do you want first-, second- or third-class tickets?).
  - f. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, "Take care of the cat.")
  - g. Identify capitalized words that should not be capitalized.
  - r. Capitalize names of cities, states, and countries. Capitalize names of cities, states, and countries.
  - h. Capitalize names of familiar books and underline or use italics for book titles.
  - i. Capitalize all salutations (greetings) and closings within a letter.
  - j. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
  - k. Write simple negative sentences without double negatives.
  - l. Identify run-on sentences and sentence fragments.
- 6.W.5 The student will compose and write a variety paragraphs.
- a. Write a descriptive paragraph with a topic sentence and several supporting ideas.
  - b. Write a chronologically organized paragraph explaining a process.
  - c. Write a chronologically organized paragraph explaining a process.
  - d. Determine where paragraph breaks should occur.
  - e. Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
  - f. Determine the most effective order of sentences in a paragraph.
  - g. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
  - h. Eliminate an unnecessary sentence from a paragraph.

Mathematics Accomplishments

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

Algebra

- a. Patterns
- b. Sorting

Geometry

- a. Shapes
- b. Positions & Directions

Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Seventh – Eighth Grade ESL**

**Beginner**

**Listening Accomplishments**

- 7-8.L.1 The student will show understanding of appropriate vocabulary.
- a. Demonstrate understanding of Beginning-level vocabulary.
- 7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.
- a. Understand and follow oral directions.
  - b. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
  - c. Understand classroom directions (e.g., schedules, homework assignments).

**Speaking Accomplishments**

- 7-8.S.1. The student will communicate ideas clearly and effectively.
- a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
  - b. Pronounce regular verbs pertaining to Beginning level topics.
  - c. Use words and/or gestures to respond to questions related to Beginning-level topics.
- 7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.
- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
- 7-8.S.3. The student will use standard English conventions for oral communication.
- a. Answer questions using gestures and/or the word “no.”
  - b. Use gestures to respond to commands using prepositions of place.
  - c. Use gestures to identify familiar objects.
- 7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.
- a. Use gestures to communicate effectively in grade-appropriate settings:
    - asking permission;
    - greeting
    - expressing needs and wants;
  - b. Use gestures to indicate a personal preference.

**Reading Accomplishments**

- 7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.
- a. Identify directionality of written text.
  - b. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.
- 7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.
- a. Identify sound-letter correlation.
  - b. Read aloud personal information.
- 7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.
- a. Build vocabulary by reading and viewing from a wide variety of sources.
- 7-8.R.4. The student reads materials for a variety of purposes.
- a. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- 7-8.R.5. The student reads materials for a variety of purposes.
- 7-8.R.6. The student reads materials for a variety of purposes.

**Writing Accomplishments**

- 7-8.W.1 The student will develop the structural skills of the writing process .
- 7-8.W.2. The student will use standard writing conventions.
- 7-8.W.3. The student will use proper spelling.
- 7-8.W.4. The student will use standard writing conventions.
- 7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.
- 7-8.W.6. The student will use standard writing conventions.

## English as a Second Language (ESL) Curriculum Standards

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Beginner**

#### **Listening**

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.
- b. Demonstrate understanding of High-Beginning level vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Understand and follow oral directions.
- c. Decode unknown words in context, using previously learned strategies.

## English as a Second Language (ESL) Curriculum Standards

- d. Identify feelings as reflected through pictures or gestures.
- e. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
  - i. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- f. Understand classroom directions (e.g., schedules, homework assignments)
- g. Understand classroom directions (e.g., schedules, homework assignments).
- h. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.

### **Speaking**

- 7-8.S.1. The student will communicate ideas clearly and effectively.
- a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
  - b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
  - c. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.
  - d. Pronounce regular verbs pertaining to Beginning level topics.
    - c. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
  - e. Use words and/or gestures to respond to questions related to Beginning-level topics.
  - f. Use words and/or phrases to respond to questions related to High Beginning-level topics.
- 7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.
- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
  - b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- 7-8.S.3. The student will use standard English conventions for oral communication.
- a. Formulate simple and simple compound sentences.
  - b. Orally demonstrate the ability to use present and past tense verbs accurately.
  - c. Orally demonstrate the ability to use demonstrative adjectives.
  - d. Answer questions using gestures and/or the word “no.”
  - e. Answer questions using negative words or phrases.
  - f. Answer questions using count and non-count nouns.
  - g. Demonstrate correct usage of articles: a, an, the.
  - h. Use gestures to respond to commands using prepositions of place.
  - i. Answer questions using prepositions of place and position.

## English as a Second Language (ESL) Curriculum Standards

- j. Respond to High Beginning topic questions.
  - k. Use words and phrases to provide personal information.
  - l. Use gestures to identify familiar objects.
  - m. Use words or phrases to tell the use or purpose of familiar objects.
- 7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.
- a. Use gestures to communicate effectively in grade-appropriate settings: a. Use the following language functions to communicate effectively in grade-appropriate settings:
    - asking permission
    - greeting
    - expressing needs and wants
  - b. Use gestures to indicate a personal preference.
  - c. Express a personal preference.
  - d. Manipulate pictures to indicate chronological order.
  - e. Use simple sentences to give directions on a map.
  - f. Use simple sentences to describe and interpret information from a chart or graph.

### **Reading**

- 7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.
- a. Identify components of books (e.g. front and back covers, title page, author, table of contents. glossary).
  - b. Identify directionality of written text.
  - c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.
- 7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.
- a. Identify sound-letter correlation.
  - b. Distinguish vowel and consonant sounds.
  - c. Read aloud personal information.
  - d. Read aloud material used with Beginning and High Beginning topics
- 7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.
- a. Build vocabulary by reading and viewing from a wide variety of sources.

## English as a Second Language (ESL) Curriculum Standards

- 7-8.R.4. The student reads materials for a variety of purposes.
- Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
  - Identify organizational patterns (i.e. beginning, middle, end).
  - Identify the main idea or main topic when it is explicitly stated.
  - Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.
- 7-8.R.5. The student reads materials for a variety of purposes.
- Identify characters in a simple story.
- 7-8.R.6. The student reads materials for a variety of purposes.
- Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.

### **Writing**

- 7-8.W.1 The student will develop the structural skills of the writing process.
- Print in upper- and lower case.
  - Write dictated words and sentences.
  - Write dictated words.
- 7-8.W.2. The student will use standard writing conventions.
- Write the correct form of regular verbs from the High Beginning- Level topics.
  - Use adjectives in appropriate sentence positions.
  - Write the correct form of subject-verb agreement in simple sentences.
  - Write the correct plural form of count nouns.
  - Use indefinite articles “a” and “an” correctly with nouns.
  - Use demonstrative pronouns appropriately (e.g., “These are apples”).
  - Use common regular comparative and superlative forms of adjectives.
  - Use possessive adjectives and pronouns.
  - Use “and” as a conjunction.
- 7-8.W.3. The student will use proper spelling.
- Spell High Beginning-Level vocabulary correctly.
- 7-8.W.4. The student will use standard writing conventions.
- Use periods at the ends of sentences.
  - Use commas after introductory "yes" or "no."
  - Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
  - Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")



## English as a Second Language (ESL) Curriculum Standards

- e. Use apostrophes in contractions.
- f. Capitalize the first word in a sentence.
- g. Capitalize first and last names.
- h. Capitalize names of cities, states, and countries.
- i. Capitalize days of the week and months of the year.
- j. Capitalize beginning of direct quotations.

7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

7-8.W.6. The student will use standard writing conventions.

- a. Write simple sentences.

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Intermediate**

**Listening**

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Listen attentively to speaker for specific information.
- c. Decode unknown words in context, using previously learned strategies.
- d. Demonstrate an understanding of cause and effect.
- e. Identify the main idea of a short passage .
- f. Demonstrate literal understanding of orally presented academic topics .
- g. Determine the answer to a simple inference question from an orally presented passage .
- h. Identify feelings as reflected through pictures or gestures.
- i. Understand an inference question about a character's feelings .
- j. Demonstrate understanding of idioms in a passage that is read orally .
- k. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- j. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- j. Understand classroom directions (e.g., schedules, homework assignments).
- k. Demonstrate understanding of the most fundamental concepts in academic areas .
- l. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.
- m. Demonstrate understanding of sequences of events after listening to a short passage that is read orally and reflects corresponding proficiency level.
- n. Demonstrate understanding of underlying meaning in short poems .
- o. Demonstrate understanding of theme in short fictional narratives .
- p. Demonstrate understanding of simile and personification .

**Speaking**

7-8.S.1. The student will communicate ideas clearly and effectively.

- a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
- b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- c. Intelligibly pronounce words from academic area.
- d. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.

## English as a Second Language (ESL) Curriculum Standards

- e. Pronounce third person singular with –s.
- f. Pronounce regular verbs pertaining to Beginning level topics.
- c. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
- g. Pronounce past participles, regular, and irregular past tense verbs.
- h. Use words and/or gestures to respond to questions related to Beginning-level topics.
- i. Use words and/or phrases to respond to questions related to High Beginning-level topics.
- j. Speak in simple sentences to apply academic-related vocabulary in discussions.

7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.

- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
- b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
- c. Orally demonstrate knowledge of the use of words from academic area.
- d. Correctly use idioms in context

7-8.S.3. The student will use standard English conventions for oral communication.

- a. Formulate simple and simple compound sentences.
- b. Formulate sentences with relative clauses.
- c. Formulate clarifying questions.
- d. Orally demonstrate the ability to use present and past tense verbs accurately.
- e. Orally demonstrate the ability to use the following verb tenses accurately: present, past, and present continuous.
- f. Respond accurately to questions containing commonly used modal auxiliaries.
- g. Orally demonstrate the ability to use demonstrative adjectives.
- h. Answer questions using gestures and/or the word “no.”
- i. Answer questions using negative words or phrases.
- j. Answer questions in simple sentences using negative words.
- k. Answer questions using count and non-count nouns.
- i. Answer questions in complete sentences using quantifiers with count and non-count nouns.
- l. Demonstrate correct usage of articles: a, an, the.
- j. Demonstrate correct usage of articles: a, an, the.
- m. Use gestures to respond to commands using prepositions of place.
- n. Answer questions using prepositions of place and position.
- o. Answer questions in complete sentences using prepositions of place, position, and time.
- p. Respond to High Beginning topic questions.
- q. Ask and respond to questions which correspond to grade-level topics.
- r. Use words and phrases to provide personal information.
- s. Use simple sentences to provide personal information.
- t. Use tag questions correctly.

## English as a Second Language (ESL) Curriculum Standards

- u. Use gestures to identify familiar objects.
  - v. Use words or phrases to tell the use or purpose of familiar objects.
  - w. Use simple sentences to tell the use or purpose of familiar objects.
- 7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.
- a. Use gestures to communicate effectively in grade-appropriate settings:
  - b. Use the following language functions to communicate effectively in grade-appropriate settings:
  - c. Use the following language functions to communicate effectively in grade-appropriate settings:
    - asking permission;
    - making and accepting apologies;
    - inviting;
    - expressing needs and wants;
    - asking for clarification;
    - asking for directions;
    - asking for and giving advice;
    - agreeing /disagreeing
  - d. Use gestures to indicate a personal preference.
  - e. Express a personal preference.
  - f. Express a personal preference and give a reason for it.
  - g. Express an opinion about an issue and give a reason to support it.
  - h. Manipulate pictures to indicate chronological order.
  - i. Express events in chronological order.
  - j. Use simple sentences to express comparison and contrast.
  - k. Use simple sentences to give directions on a map. f. Use simple sentences to give directions on a map.
  - l. Use simple sentences to describe and interpret information from a chart or graph.
  - m. Use simple sentences to describe and interpret information from a chart or graph.

### **Reading**

- 7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.
- a. Identify components of books (e.g. front and back covers, title page, author, table of contents. glossary).
  - b. Identify directionality of written text.
  - c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

## English as a Second Language (ESL) Curriculum Standards

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Decode unknown words in context, using previously learned strategies.
- b. Identify sound-letter correlation.
- c. Distinguish vowel and consonant sounds.
- d. Evaluate the effects of sound in language (e.g. alliteration, onomatopoeia, and rhyme).
- e. Read aloud personal information.
- f. Read aloud material used with Beginning and High Beginning topics
- g. Read aloud academic area material for fluency, with appropriate pronunciation and intonation.

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify antonyms.
- b. Identify synonyms.
- c. Show knowledge of common prefixes, suffixes, and word roots.
- d. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
- e. Identify the root word of words with a single affix.
- f. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
- g. Build vocabulary by reading and viewing from a wide variety of sources.
- h. Determine the meaning of a word with multiple meanings in a given text.
- i. Determine the correct use of homographs and homophones using context clues .
- j. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
- k. Demonstrate an understanding of common idioms.

7-8.R.4. The student reads materials for a variety of purposes.

- a. Determine the answer to a simple inference question.
- b. Determine the antecedent of a personal pronoun.
- c. Determine the antecedent of a noun or noun phrase.
- d. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- e. Identify organizational patterns (i.e. beginning, middle, end).
- f. Identify organizational patterns (i.e. introduction, body, conclusion).
- g. Identify the main idea or main topic when it is explicitly stated.
- h. Identify the main idea or main topic when it is not explicitly stated.
- i. Identify the best summary of an informative reading selection.
- j. Identify the important details that support a main idea or summary statement.
- k. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.

## English as a Second Language (ESL) Curriculum Standards

- l. Recognize language cues that signal cause and effect.
  - m. Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.
  - n. Demonstrate an understanding of the elements common to narrative and descriptive text structures.
  - o. Predict what would most likely happen next in a narrative.
  - p. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”)
  - q. Demonstrate knowledge of possessive noun forms.
- 7-8.R.5. The student reads materials for a variety of purposes.
- a. Identify characters in a simple story.
  - b. Identify the main character and all other important characters in a story.
  - c. Infer characters’ feelings about themselves at different points in a story.
  - d. Differentiate among the literary elements of plot, character, setting, theme, conflict, and resolution.
- 7-8.R.6. The student reads materials for a variety of purposes.
- a. Use various text features to obtain information (e.g., graphs, maps, charts, timelines, and diagrams).
  - b. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
  - c. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
  - d. Determine appropriate reference sources in various formats (encyclopedias, periodicals, and Internet).

### **Writing**

- 7-8.W.1 The student will develop the structural skills of the writing process.
- a. Print in upper- and lower case
  - b. Write cursive letters in upper- and lower case.
  - c. Write dictated words and sentences.
  - d. Write dictated words.
- 7-8.W.2. The student will use standard writing conventions.
- a. Write the correct form of regular verbs from the High Beginning- Level topics.
  - b. Write the correct form of regular and irregular verbs.
  - c. Use adjectives in appropriate sentence positions.
  - d. Write the correct form of commonly used modal auxiliaries + base form of verbs.
  - e. Use past continuous verb forms.
  - f. Write the correct form of subject-verb agreement in simple sentences.
  - g. Write the correct form of subject-verb agreement with count and non-count nouns.

## English as a Second Language (ESL) Curriculum Standards

- h. Form possessive nouns correctly (e.g., Bill's coat).
  - i. Write the correct plural form of count nouns.
  - j. Write the correct plural form of irregular count nouns (e.g., child/children).
  - k. Use indefinite articles "a" and "an" correctly with nouns.
  - m. Use indefinite articles "a" and "an" correctly with nouns.
  - l. Use the correct number and case of personal pronouns (i.e., subject, object, and possessive; first person, second person and third person) in compounds and appositives.
  - m. Use demonstrative pronouns appropriately (e.g., "These are apples").
  - n. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., "Whose book is this?").
  - o. Use indefinite pronouns with correct subject-verb agreement.
  - p. Use common regular comparative and superlative forms of adjectives.
  - q. Use regular and irregular comparative and superlative forms of adjectives.
  - r. Use possessive adjectives and pronouns.
  - s. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
  - t. Use adverbs in a variety of sentence positions.
  - u. Use direct quotations correctly.
  - v. Use "and" as a conjunction.
  - w. Use coordinating conjunctions.
- 7-8.W.3. The student will use proper spelling.
- a. Spell High Beginning-Level vocabulary correctly.
  - b. Spell Intermediate-Level vocabulary correctly.
- 7-8.W.4. The student will use standard writing conventions.
- a. Use periods at the ends of sentences.
  - b. Use periods with simple, common abbreviations.
  - c. Use question marks and exclamation marks at the ends of sentences.
  - d. Use commas in addresses.
  - e. Use commas after introductory "yes" or "no."
  - f. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
  - g. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
  - h. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
  - i. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
  - j. Use apostrophes in contractions.
  - j. Use apostrophes in contractions.
  - k. Use apostrophes to show possession for singular nouns.
  - l. Use quotation marks with direct quotations and with the correct periods and commas.
  - m. Capitalize the first word in a sentence.
  - n. Capitalize first and last names.

## English as a Second Language (ESL) Curriculum Standards

- o. Capitalize first and last names and common titles of people.
  - p. Capitalize names of cities, states, and countries.
  - q. Capitalize names of cities, states, countries, street names, mountains, rivers, lakes, nationalities, religions, and languages.
  - r. Capitalize days of the week and months of the year.
  - s. Capitalize beginning of direct quotations.
  - t. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President."
  - u. Demonstrate the correct use of underlining and italicizing titles.
- 7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.
- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
  - b. Identify run-on sentences and sentence fragments.
  - c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - d. Identify misplaced commas, based on rules taught to date.
- 7-8.W.6. The student will use standard writing conventions.
- a. Write simple sentences.
  - b. Write grammatically correct simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - c. Write sentences compounded with "and" and "but."
  - d. Formulate negative sentences without double negatives.
  - e. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")
  - f. Determine appropriate thesis statement.
- 7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.
- a. Write a brief descriptive paragraph with a topic sentence and two or three supporting details.
  - b. Write a narrative paragraph describing a personal experience.
  - c. Write a narrative paragraph that discusses chronologically events that took place in the past.
  - d. Use appropriate organizational strategies, including outlining and other graphic organizers.
  - e. Use computer technology to find information, to create reports and presentations, and to support research.
  - f. Determine appropriate audience and purpose for writing.
  - g. Select appropriate time order or transitional words.
  - h. Write an appropriate title for a passage.
  - i. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.



## English as a Second Language (ESL) Curriculum Standards

- j. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra:

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **High Intermediate**

#### **Listening**

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.
- b. Demonstrate understanding of High-Beginning level vocabulary.
- c. Demonstrate understanding of everyday vocabulary.
- d. Demonstrate understanding of academic vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Listen attentively to speaker for specific information.
- c. Listen and respond to a variety of media for specific information.

## English as a Second Language (ESL) Curriculum Standards

- d. Decode unknown words in context, using previously learned strategies.
- e. Decode unknown grade-level words in context, using previously learned strategies.
- f. Demonstrate an understanding of cause and effect.
- g. Identify the main idea of a short passage.
- h. Identify the main idea of a grade-level passage.
- i. Demonstrate literal understanding of orally presented academic topics.
- j. Demonstrate literal understanding of orally presented grade-level, academic topics.
- k. Determine the answer to a simple inference question from an orally presented passage.
- l. Determine the answer to a simple inference question from an orally presented grade-level passage.
- m. Identify feelings as reflected through pictures or gestures.
- n. Understand an inference question about a character's feelings .
- o. Demonstrate understanding of idioms in a passage that is read orally .
- p. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- r. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- s. Understand classroom directions (e.g., schedules, homework assignments).
- t. Demonstrate understanding of the most fundamental concepts in academic areas.
- u. Demonstrate understanding of the most fundamental, specialized concepts in academic areas (e.g., "variable" in science, "indigenous" in history, "point/line" in geometry, etc.).
- v. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.
- w. Demonstrate understanding of sequences of events after listening to a short passage that is read orally and reflects corresponding proficiency level.
- x. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine what happened second).
- y. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- z. Demonstrate understanding of underlying meaning in short poems.
  - aa. Demonstrate understanding of underlying meaning in poems.
  - bb. Demonstrate understanding of theme in short fictional narratives.
  - cc. Demonstrate understanding of theme in short fictional narratives.
  - dd. Demonstrate understanding of simile and personification .
  - ee. Demonstrate understanding of metaphor, simile and personification .

### **Speaking**

- 7-8.S.1. The student will communicate ideas clearly and effectively.
  - a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).

## English as a Second Language (ESL) Curriculum Standards

- b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
  - c. Intelligibly pronounce words from academic area.
  - a. Intelligibly pronounce words from academic area.
  - d. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.
  - e. Pronounce third person singular with –s.
  - b. Pronounce possessive –s endings on nouns functioning as adjectives. (e.g. Bill's coat)
  - f. Pronounce regular verbs pertaining to Beginning level topics.
  - g. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
  - h. Pronounce past participles, regular, and irregular past tense verbs.
  - i. Use words and/or gestures to respond to questions related to Beginning-level topics.
  - j. Use words and/or phrases to respond to questions related to High Beginning-level topics.
  - k. Speak in simple sentences to apply academic-related vocabulary in discussions.
- 7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.
- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
  - b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
  - c. Orally demonstrate knowledge of the use of words from academic area.
  - d. Correctly use idioms in context.
- 7-8.S.3. The student will use standard English conventions for oral communication.
- a. Formulate simple and simple compound sentences.
  - b. Formulate sentences with relative clauses.
  - c. Formulate sentences with subordinate and relative clauses.
  - d. Formulate clarifying questions.
  - e. Orally demonstrate the ability to use present and past tense verbs accurately.
  - f. Orally demonstrate the ability to use the following verb tenses accurately: present, past, and present continuous.
  - g. Orally demonstrate the ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, and future.
  - h. Respond accurately to questions containing commonly used modal auxiliaries.
  - i. Formulate sentences using modal auxiliaries.
  - k. Orally demonstrate the ability to use demonstrative adjectives.
  - l. Formulate conditional statements (e.g., If I were a millionaire, I would... ).
  - m. Answer questions using gestures and/or the word “no.”
  - h. Answer questions using negative words or phrases.
  - n. Answer questions in simple sentences using negative words.

## English as a Second Language (ESL) Curriculum Standards

- o. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
  - p. Answer questions using count and non-count nouns.
  - q. Answer questions in complete sentences using quantifiers with count and non-count nouns.
  - r. Formulate complete sentences using quantifiers with count and non-count nouns.
  - s. Demonstrate correct usage of articles: a, an, the.
  - t. Use gestures to respond to commands using prepositions of place.
  - u. Answer questions using prepositions of place and position.
  - v. Answer questions in complete sentences using prepositions of place, position, and time.
  - w. Formulate complete sentences using prepositions of time, place, and position.
  - x. Respond to High Beginning topic questions.
  - y. Ask and respond to questions which correspond to grade-level topics.
  - x. Use words and phrases to provide personal information. m. Use simple sentences to provide personal information.
  - y. Use a variety of sentence structures to provide personal information.
  - z. Use tag questions correctly.
  - aa. Use gestures to identify familiar objects.
  - bb. Use words or phrases to tell the use or purpose of familiar objects.
  - cc. Use simple sentences to tell the use or purpose of familiar objects.
  - dd. Use a variety of sentence structures to tell the use or purpose of familiar objects.
- 7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.
- a. Use gestures to communicate effectively in grade-appropriate settings: a. Use the following language functions to communicate effectively in grade-appropriate settings:
  - b. Use the following language functions to communicate effectively in grade-appropriate settings: a. Use the following language functions to communicate effectively in grade-appropriate settings:
    - asking permission;
    - making and accepting apologies;
    - inviting;
    - making suggestions;
    - expressing needs and wants;
    - asking for clarification;
    - asking for directions;
    - asking for and giving advice;
    - agreeing/disagreeing
  - c. Use gestures to indicate a personal preference.
  - d. Express a personal preference.
  - e. Express a personal preference and give a reason for it.
  - f. Express a personal preference and give two or more reasons for it.

## English as a Second Language (ESL) Curriculum Standards

- g. Express an opinion about an issue and give a reason to support it.
- h. Express an opinion about a grade-level issue and give two or more reasons to support it.
- i. Manipulate pictures to indicate chronological order.
- j. Express events in chronological order.
- k. Express events in chronological order using transitional words.
- l. Use simple sentences to express comparison and contrast.
- m. Use a variety of sentence structures to express comparison and contrast.
- n. Use simple sentences to give directions on a map.
- o. Use a variety of sentence structures to give directions on a map.
- p. Use simple sentences to describe and interpret information from a chart or graph.
- q. Use simple sentences to describe and interpret information from a chart or graph.
- r. Use a variety of sentence structures to describe and interpret information from a grade-level chart or graph.

### **Reading**

7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify components of books (e.g. front and back covers, title page, author, table of contents, glossary).
- b. Identify directionality of written text.
- c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Decode unknown words in context, using previously learned strategies.
- b. Identify sound-letter correlation.
- c. Distinguish vowel and consonant sounds.
- d. Evaluate the effects of sound in language (e.g. alliteration, onomatopoeia, and rhyme).
- e. Read aloud personal information.
- f. Read aloud material used with Beginning and High Beginning topics
- g. Read aloud academic area material for fluency, with appropriate pronunciation and intonation.
- h. Read aloud grade-level material aloud for fluency, with appropriate pronunciation and intonation.

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

## English as a Second Language (ESL) Curriculum Standards

- a. Identify antonyms.
  - b. Identify antonyms of grade-level words.
  - c. Identify synonyms.
  - d. Identify synonyms of grade-level words.
  - e. Show knowledge of common prefixes, suffixes, and word roots.
  - f. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
  - g. Show knowledge of the relationship between: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
  - h. Identify the root word of words with a single affix.
  - i. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
  - j. Determine the meaning of unfamiliar compound words by using knowledge of individual known words .
  - k. Build vocabulary by reading and viewing from a wide variety of sources.
  - l. Determine the meaning of a word with multiple meanings in a given text.
  - m. Determine the meaning of a word with multiple meanings in a given text.
  - n. Determine the correct use of homographs and homophones using context clues.
  - o. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
  - p. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
  - q. Demonstrate an understanding of common idioms.
- 7-8.R.4.The student reads materials for a variety of purposes.
- a. Determine the answer to a simple inference question.
  - b. Determine the answer to an inference question.
  - c. Determine the antecedent of a personal pronoun.
  - d. Determine the antecedent of any pronoun.
  - e. Determine the antecedent of a noun or noun phrase.
  - f. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
  - g. Identify organizational patterns (i.e. beginning, middle, end).
  - h. Identify organizational patterns (i.e. introduction, body, conclusion).
  - i. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
  - j. Identify the main idea or main topic when it is explicitly stated.
  - k. Identify the main idea or main topic when it is not explicitly stated.
  - l. Identify the best summary of an informative reading selection.
  - m. Identify the important details that support a main idea or summary statement.
  - n. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.

## English as a Second Language (ESL) Curriculum Standards

- o. Recognize language cues that signal cause and effect.
  - p. Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.
  - q. Demonstrate an understanding of regular and irregular comparative and superlative forms of adjectives.
  - r. Demonstrate an understanding of the elements common to narrative and descriptive text structures.
  - s. Demonstrate an understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
  - u. Predict what would most likely happen next in a narrative.
  - v. Distinguish between fact and opinion.
  - w. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”)
  - x. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”)
  - y. Demonstrate knowledge of possessive noun forms.
- 7-8.R.5. The student reads materials for a variety of purposes.
- a. Identify characters in a simple story.
  - b. Identify the main character and all other important characters in a story.
  - c. Infer characters’ feelings about themselves at different points in a story.
  - d. Infer characters’ feelings about themselves and their surroundings at different points in a story.
  - e. Differentiate among the literary elements of plot, character, setting, theme, conflict, and resolution.
  - f. Differentiate among the literary elements of plot, character, setting, theme, mood, point of view, flashback, conflict, and resolution.
  - g. Determine the narrator’s/author’s point of view (e.g. first person and third person).
- 7-8.R.6. The student reads materials for a variety of purposes.
- a. Use various text features to obtain information (e.g., graphs, maps, charts, timelines, and diagrams).
  - b. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
  - c. Determine appropriate reference sources in various formats (encyclopedias, periodicals, and Internet).

### **Writing**

- 7-8.W.1 The student will develop the structural skills of the writing process .
- a. Print in upper- and lower case.
  - b. Write cursive letters in upper- and lower case
  - c. Write dictated words and sentences.

## English as a Second Language (ESL) Curriculum Standards

d. Write dictated words.

7-8.W.2. The student will use standard writing conventions.

- a. Write the correct form of regular verbs from the High Beginning- Level topics.
- b. Write the correct form of regular and irregular verbs.
- c. Use adjectives in appropriate sentence positions.
- d. Write the correct form of commonly used modal auxiliaries + base form of verbs.
- e. Write the correct form of modal auxiliaries + base form of verbs.
- f. Use present perfect verb forms.
- g. Use past continuous verb forms.
- h. Use passive voice correctly.
- i. Express future time with “if” clauses.
- j. Use conditional verb forms with “if” clauses.
- k. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
- l. Write the correct form of subject-verb agreement in simple sentences.
- m. Write the correct form of subject-verb agreement with count and non-count nouns.
- n. Form possessive nouns correctly (e.g., Bill’s coat).
- o. Write the correct plural form of count nouns.
- p. Write the correct plural form of irregular count nouns (e.g., child/children).
- q. Use indefinite articles “a” and “an” correctly with nouns.
- r. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives.
- s. Use demonstrative pronouns appropriately (e.g., “These are apples”).
- t. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
- u. Use indefinite pronouns with correct subject-verb agreement.
- v. Use common regular comparative and superlative forms of adjectives.
- w. Use regular and irregular comparative and superlative forms of adjectives.
- x. Use possessive adjectives and pronouns.
- y. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
- z. Use adverbs in a variety of sentence positions.
- aa. Use adverbs and adverb phrases in a variety of sentence positions.
- bb. Use direct quotations correctly.
- cc. Use direct quotations and indirect quotations correctly.
- dd. Use “and” as a conjunction.
- ee. Use coordinating conjunctions.

7-8.W.3. The student will use proper spelling.

- a. Spell High Beginning-Level vocabulary correctly.
- b. Spell Intermediate-Level vocabulary correctly.
- c. Spell grade-level and academic-based vocabulary correctly.



## English as a Second Language (ESL) Curriculum Standards

- 7-8.W.4. The student will use standard writing conventions.
- a. Use periods at the ends of sentences.
  - b. Use periods with simple, common abbreviations.
  - c. Use periods with abbreviations.
  - d. Use question marks and exclamation marks at the ends of sentences.
  - e. Use commas in addresses.
  - f. Use commas after introductory "yes" or "no."
  - g. Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
  - h. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
  - i. Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
  - j. Use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
  - k. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
  - l. Use apostrophes in contractions.
  - m. Use apostrophes to show possession for singular nouns.
  - n. Use apostrophes to show possession for singular nouns and plural nouns.
  - o. Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and "compound" hyphenations (e.g., Do you want first-, second- or third-class tickets?).
  - p. Use quotation marks with direct quotations and with the correct periods and commas.
  - q. Capitalize the first word in a sentence.
  - r. Capitalize first and last names.
  - s. Capitalize first and last names and common titles of people.
  - t. Capitalize names of cities, states, and countries.
  - u. Capitalize names of cities, states, countries, street names, mountains, rivers, lakes, nationalities, religions, and languages.
  - v. Capitalize days of the week and months of the year.
  - w. Capitalize beginning of direct quotations.
  - x. Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")
  - y. Demonstrate the correct use of underlining and italicizing titles.
- 7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.
- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
  - b. Identify run-on sentences and sentence fragments.
  - c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
  - d. Identify misplaced commas, based on rules taught to date.

## English as a Second Language (ESL) Curriculum Standards

- e. Demonstrate the correct use of colons and semi-colons.
  - f. Determine the most effective order of sentences in a paragraph.
  - g. Determine where paragraph breaks should occur.
  - h. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
  - i. Eliminate a redundant or unnecessary sentence from a paragraph.
  - j. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: "The boys went fishing last weekend and they were catching several fish.")
- 7-8.W.6. The student will use standard writing conventions.
- a. Write simple sentences.
  - b. Write grammatically correct simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - c. Write grammatically correct sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
  - d. Write sentences compounded with "and" and "but."
  - e. Write sentences compounded with "and" and "but."
  - f. Formulate negative sentences without double negatives. c. Formulate negative sentences without double negatives.
  - g. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")
  - h. Formulate negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").
  - i. Write appropriate questions for embedding in text.
  - j. Use subordinating conjunctions "because" and "since" to connect a dependent clause to an independent clause (e.g., "I am hungry because I didn't eat lunch.").
  - k. Recognize and differentiate among simple, compound, and complex sentences.
  - l. Determine appropriate thesis statement.
  - m. Determine appropriate thesis statement.
- 7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.
- a. Write a brief descriptive paragraph with a topic sentence and two or three supporting details.
  - b. Write a descriptive paragraph with a topic sentence and several supporting sentences.
  - c. Write a narrative paragraph describing a personal experience.
  - d. Write an expository paragraph.
  - e. Write a narrative paragraph that discusses chronologically events that took place in the past.
  - f. Write a chronologically organized paragraph explaining a process.
  - g. Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).

## English as a Second Language (ESL) Curriculum Standards

- h. Use appropriate organizational strategies, including outlining and other graphic organizers.
- i. Use appropriate organizational strategies, including outlining and other graphic organizers.
- j. Use computer technology to find information, to create reports and presentations, and to support research.
- k. Use computer technology to find information, to create reports and presentations, and to support research.
- l. Determine appropriate audience and purpose for writing.
- m. Determine appropriate audience and purpose for writing.
- n. Select appropriate time order or transitional words.
- o. Select appropriate time order or transitional words.
- p. Write an appropriate title for a passage.
- q. Write an appropriate title for a passage.
- r. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.
- s. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.
- t. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

**Advanced**

**Listening**

7-8.L.1 The student will show understanding of appropriate vocabulary.

- a. Demonstrate understanding of Beginning-level vocabulary.
- b. Demonstrate understanding of High-Beginning level vocabulary.
- c. Demonstrate understanding of everyday vocabulary.
- d. Demonstrate understanding of academic vocabulary.

7-8.L.2. The student will develop listening skills necessary for word recognition, comprehension, interpretation, analysis, evaluation and appreciation of print and non-print text.

- a. Understand and follow oral directions.
- b. Listen attentively to speaker for specific information.
- c. Listen and respond to a variety of media for specific information.
- d. Listen and respond to a variety of media for specific information.
- e. Decode unknown words in context, using previously learned strategies.
- f. Decode unknown words in context, using previously learned strategies.
- g. Decode unknown grade-level words in context, using previously learned strategies.
- h. Decode unknown grade-level words in context, using previously learned strategies.
- i. Demonstrate an understanding of cause and effect.
- j. Identify the main idea of a short passage .
- k. Identify the main idea of a grade-level passage.
- l. Identify the main idea of a grade-level passage.
- m. Demonstrate literal understanding of orally presented academic topics .
- n. Demonstrate literal understanding of orally presented grade-level, academic topics.
- o. Demonstrate literal understanding of orally presented grade-level, academic topics.
- p. Determine the answer to a simple inference question from an orally presented passage.
- q. Determine the answer to a simple inference question from an orally presented grade-level passage.
- r. Determine the answer to a simple inference question from an orally presented grade-level passage.
- s. Identify feelings as reflected through pictures or gestures.
- t. Understand an inference question about a character's feelings.
- u. Understand an inference question about a character's feelings.
- v. Understand an inference question about a character's feelings.
- w. Demonstrate understanding of idioms in a passage that is read orally.
- x. Demonstrate understanding of idioms in a passage that is read orally.

## English as a Second Language (ESL) Curriculum Standards

- y. Demonstrate understanding of idioms in a passage that is read orally.
- z. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- aa. Demonstrate understanding of language functions (e.g., greetings, asking permission and expressing needs and wants).
- bb. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- cc. Understand classroom directions (e.g., schedules, homework assignments).
- dd. Understand classroom directions (e.g., schedules, homework assignments)
- ee. Understand classroom directions (e.g., schedules, homework assignments)
- ff. Demonstrate understanding of the most fundamental concepts in academic areas .
- gg. Demonstrate understanding of the most fundamental, specialized concepts in academic areas (e.g., “variable” in science, “indigenous” in history, “point/line” in geometry, etc.).
- hh. Demonstrate understanding of the most fundamental, specialized concepts in academic areas (e.g., “variable” in science, “indigenous” in history, “point/line” in geometry, etc.).
- ii. Demonstrate understanding of sequences of events after listening to a short High-Beginner level passage that is read orally.
- jj. Demonstrate understanding of sequences of events after listening to a short passage that is read orally and reflects corresponding proficiency level.
- kk. Demonstrate understanding of sequences of events after listening to a short grade-level passage that is read orally (e.g., determine what happened second).
- ll. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- mm. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- nn. Demonstrate understanding of underlying meaning in short poems .
- oo. Demonstrate understanding of underlying meaning in poems .
- pp. Demonstrate understanding of theme in short fictional narratives.
- qq. Demonstrate understanding of simile and personification .
- rr. Demonstrate understanding of metaphor, simile and personification .

### **Speaking**

- 7-8.S.1. The student will communicate ideas clearly and effectively.
  - a. Intelligibly pronounce Beginning level words (e.g. school survival and family environment vocabulary).
  - b. Intelligibly pronounce High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
  - c. Intelligibly pronounce words from academic area.
  - d. Pronounce regular plural nouns from Beginning and High Beginning vocabulary topics.
  - e. Pronounce third person singular with –s.

## English as a Second Language (ESL) Curriculum Standards

- f. Pronounce possessive –s endings on nouns functioning as adjectives. (e.g. Bill's coat)
  - g. Pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill's coat), and the plural –s ending on nouns).
  - h. Pronounce regular verbs pertaining to Beginning level topics.
  - i. Pronounce regular past tense verbs pertaining to Beginning and High Beginning level topics.
  - j. Pronounce past participles, regular, and irregular past tense verbs.
  - k. Use words and/or gestures to respond to questions related to Beginning-level topics.
  - l. Use words and/or phrases to respond to questions related to High Beginning-level topics.
  - m. Speak in simple sentences to apply academic-related vocabulary in discussions.
  - n. Speak in complex sentences to apply academic-related vocabulary in discussions.
  - o. Speak fluently (i.e., speak at a normal rate with normal intonation and phrasing) when discussing a grade-level topic.
- 7-8.S.2. The student will utilize effective vocabulary to communicate in social and academic settings.
- a. Orally demonstrate knowledge of the use of Beginning-level topics (e.g. school survival and family environment vocabulary).
  - b. Orally demonstrate knowledge of the use of High-Beginning level vocabulary (e.g. food, clothing, weather, calendar, time, money, and parts of the body).
  - c. Orally demonstrate knowledge of the use of words from academic area.
  - d. Orally demonstrate knowledge of words from academic area.
  - e. Correctly use idioms in context.
- 7-8.S.3. The student will use standard English conventions for oral communication.
- a. Formulate simple and simple compound sentences.
  - b. Formulate sentences with relative clauses.
  - c. Formulate sentences with subordinate and relative clauses.
  - d. Formulate clarifying questions.
  - e. Orally demonstrate the ability to use present and past tense verbs accurately.
  - f. Orally demonstrate the ability to use the following verb tenses accurately: present, past, and present continuous.
  - g. Orally demonstrate the ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, and future.
  - h. Show ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, and future.
  - i. Respond accurately to questions containing commonly used modal auxiliaries.
  - j. Formulate sentences using modal auxiliaries.

## English as a Second Language (ESL) Curriculum Standards

- k. Formulate sentences with modal auxiliaries.
  - l. Orally demonstrate the ability to use demonstrative adjectives.
  - m. Formulate conditional statements (e.g., If I were a millionaire, I would. . . ).
  - n. Answer questions using gestures and/or the word “no.”
  - o. Answer questions using negative words or phrases.
  - p. Answer questions in simple sentences using negative words.
  - q. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
  - r. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
  - s. Answer questions using count and non-count nouns.
  - t. Answer questions in complete sentences using quantifiers with count and non-count nouns.
  - u. Formulate complete sentences using quantifiers with count and non-count nouns.
  - v. Use quantifiers with count and non-count nouns.
  - w. Demonstrate correct usage of articles: a, an, the.
  - x. Demonstrate correct usage of articles: a, an, the.
  - y. Use gestures to respond to commands using prepositions of place.
  - x. Answer questions using prepositions of place and position.
  - z. Answer questions in complete sentences using prepositions of place, position, and time.
  - aa. Formulate complete sentences using prepositions of time, place, and position.
  - bb. Demonstrate correct usage of prepositions.
  - cc. Respond to High Beginning topic questions.
  - dd. Ask and respond to questions which correspond to grade-level topics.
  - ee. Ask and respond to questions intended to provide information on a grade-level school-based topic.
  - ff. Use words and phrases to provide personal information.
  - gg. Use simple sentences to provide personal information.
  - hh. Use a variety of sentence structures to provide personal information.
  - ii. Use a variety of sentence structures to provide personal information.
  - jj. Use tag questions correctly.
  - kk.. Use gestures to identify familiar objects.
  - ll. Use words or phrases to tell the use or purpose of familiar objects.
  - mm. Use simple sentences to tell the use or purpose of familiar objects.
  - nn. Use a variety of sentence structures to tell the use or purpose of familiar objects.
  - oo. Use a variety of sentence structures to tell the use or purpose of familiar objects
- 7-8.S.4. Students will use appropriate language variety, register and genre according to audience, purpose, and setting.
- a. Use gestures to communicate effectively in grade-appropriate settings:
  - b. Use the following language functions to communicate effectively in grade-appropriate settings:

## English as a Second Language (ESL) Curriculum Standards

- c. Use the following language functions to communicate effectively in grade-appropriate settings: a. Use the following language functions to communicate effectively in grade-appropriate settings:
- d. Use the following language functions to communicate effectively in grade-appropriate settings:
  - asking permission;
  - making and accepting apologies;
  - inviting;
  - making suggestions;
  - expressing needs and wants;
  - asking for clarification;
  - asking for directions;
  - asking for and giving advice;
  - agreeing and disagreeing
- e. Use gestures to indicate a personal preference.
- f. Express a personal preference.
- g. Express a personal preference and give a reason for it.
- h. Express a personal preference and give two or more reasons for it.
- i. Express a personal preference and give two or more reasons for it.
- j. Express an opinion about an issue and give a reason to support it.
- k. Express an opinion about a grade-level issue and give two or more reasons to support it.
- l. Express an opinion about a grade-level issue and give two or more reasons to support it.
- m. Manipulate pictures to indicate chronological order.
- n. Express events in chronological order.
- o. Express events in chronological order using transitional words.
- p. Use simple sentences to express comparison and contrast.
- q. Use a variety of sentence structures to express comparison and contrast.
- r. Use a variety of sentence structures to express comparison and contrast.
- s. Use simple sentences to give directions on a map.
- t. Use a variety of sentence structures to give directions on a map.
- u. Use simple sentences to describe and interpret information from a chart or graph.
- v. Use a variety of sentence structures to describe and interpret information from a grade-level chart or graph.

### **Reading**

7-8.R.1. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify components of books (e.g. front and back covers, title page, author, table of contents. glossary).



## English as a Second Language (ESL) Curriculum Standards

- b. Identify directionality of written text.
- c. Recognize and name all uppercase and lowercase letters of the alphabet, written in print or cursive.

7-8.R.2. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Decode unknown words in context, using previously learned strategies.
- b. Identify sound-letter correlation.
- c. Distinguish vowel and consonant sounds.
- d. Evaluate the effects of sound in language (e.g. alliteration, onomatopoeia, and rhyme).
- e. Read aloud personal information.
- f. Read aloud material used with Beginning and High Beginning topics
- g. Read aloud academic area material for fluency, with appropriate pronunciation and intonation.
- h. Read aloud grade-level material aloud for fluency, with appropriate pronunciation and intonation.
- i. Read aloud grade-level material for fluency, with appropriate pronunciation and intonation.

7-8.R.3. The student will develop reading skills necessary for word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print and non-print texts.

- a. Identify antonyms.
- b. Identify antonyms of grade-level words.
- c. Identify synonyms.
- d. Identify synonyms of grade-level words.
- e. Show knowledge of common prefixes, suffixes, and word roots.
- f. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher);
- g. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- h. Show knowledge of the relationship between: · adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); · verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- i. Identify the root word of words with a single affix.
- j. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).

## English as a Second Language (ESL) Curriculum Standards

- k. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
  - l. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
  - m. Determine the meaning of unfamiliar compound words by using knowledge of individual known words.
  - n. Build vocabulary by reading and viewing from a wide variety of sources.
  - o. Determine the meaning of a word with multiple meanings in a given text.
  - p. Determine the correct use of homographs and homophones using context clues.
  - r. Determine the meaning of vocabulary that is unfamiliar and/or demanding by using context clues.
  - s. Demonstrate an understanding of common idioms.
- 7-8.R.4. The student reads materials for a variety of purposes.
- a. Determine the answer to a simple inference question.
  - b. Determine the answer to an inference question.
  - c. Determine the antecedent of a personal pronoun.
  - d. Determine the antecedent of any pronoun.
  - e. Determine the antecedent of a noun or noun phrase.
  - f. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
  - g. Show understanding of the order of events within a sequence or a process. (e.g., put a set of sentences in chronological order).
  - h. Show understanding of the order of events within a sequence or a process. (e.g., put a set of sentences and paragraphs in chronological order).
  - i. Identify organizational patterns (i.e. beginning, middle, end).
  - j. Identify organizational patterns (i.e. introduction, body, conclusion).
  - k. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
  - l. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
  - m. Identify the main idea or main topic when it is explicitly stated.
  - n. Identify the main idea or main topic when it is not explicitly stated.
  - o. Identify the best summary of an informative reading selection.
  - p. Identify the important details that support a main idea or summary statement.
  - q. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast.
  - s. Demonstrate an understanding of comparisons and contrasts, including particular language cues that signal comparison and contrast (i.e., on the other hand, in contrast, although, even though, but, however, nevertheless, likewise, similarly, and comparative and superlative adjectives).
  - t. Recognize language cues that signal cause and effect.
  - u. Demonstrate an understanding of cause and effect, including particular language cues that signal cause and effect (i.e., because, since, consequently, therefore, thus, and so).

## English as a Second Language (ESL) Curriculum Standards

- v. Demonstrate an understanding of common, regular comparative and superlative forms of adjectives.
  - w. Demonstrate an understanding of regular and irregular comparative and superlative forms of adjectives.
  - x. Demonstrate an understanding of regular and irregular comparative and superlative forms of adjectives.
  - y. Demonstrate an understanding of the elements common to narrative and descriptive text structures.
  - z. Demonstrate an understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
  - aa. Predict what would most likely happen next in a narrative.
  - bb. Distinguish between fact and opinion.
  - cc. Demonstrate an understanding of interrogative pronouns (who, what where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”)
  - dd. Demonstrate knowledge of possessive noun forms.
- 7-8.R.5. The student reads materials for a variety of purposes.
- a. Identify characters in a simple story.
  - b. Identify the main character and all other important characters in a story.
  - c. Infer characters’ feelings about themselves at different points in a story.
  - d. Infer characters’ feelings about themselves and their surroundings at different points in a story.
  - e. Infer characters’ feelings about themselves and their surroundings at different points in a story.
  - f. Differentiate among the literary elements of plot, character, setting, theme, conflict, and resolution.
  - g. Differentiate among the literary elements of plot, character, setting, theme, mood, point of view, flashback, conflict, and resolution.
  - h. Differentiate among the literary elements of plot, character, setting, theme, mood, point of view, flashback, conflict, and resolution.
  - i. Determine the narrator’s/author’s point of view (e.g. first person and third person).
  - j. Determine the narrator’s/author’s point of view (e.g. first person and third person).
- 7-8.R.6. The student reads materials for a variety of purposes.
- a. Use various text features to obtain information (e.g., graphs, maps, charts, timelines, and diagrams).
  - b. Read for a variety of purposes: literary experience, information, enjoyment, and vocabulary.
  - c. Determine appropriate reference sources in various formats (encyclopedias, periodicals, and Internet).

**Writing**

- 7-8.W.1 The student will develop the structural skills of the writing process .
- a. Print in upper- and lower case.
  - a. Write cursive letters in upper- and lower case.
  - b. Write dictated words and sentences.
- 7-8.W.2. The student will use standard writing conventions.
- a. Write the correct form of regular verbs from the High Beginning- Level topics.
  - b. Write the correct form of regular and irregular verbs.
  - c. Use adjectives in appropriate sentence positions.
  - d. Write the correct form of commonly used modal auxiliaries + base form of verbs.
  - e. Write the correct form of modal auxiliaries + base form of verbs.
  - f. Write the correct form of modal auxiliaries + base form of verbs.
  - g. Use present perfect verb forms.
  - h. Use past continuous verb forms.
  - i. Use passive voice correctly.
  - j. Express future time with “if” clauses.
  - k. Use conditional verb forms with “if” clauses.
  - l. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
  - m. Write the correct form of subject-verb agreement in simple sentences.
  - n. Write the correct form of subject-verb agreement with count and non-count nouns.
  - o. Form possessive nouns correctly (e.g., Bill’s coat).
  - p. Write the correct plural form of count nouns.
  - q. Write the correct plural form of irregular count nouns (e.g., child/children).
  - r. Use indefinite articles “a” and “an” correctly with nouns.
  - s. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person) in compounds and appositives.
  - t. Use demonstrative pronouns appropriately (e.g., “These are apples”).
  - u. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
  - v. Use indefinite pronouns with correct subject-verb agreement.
  - w. Use common regular comparative and superlative forms of adjectives.
  - x. Use regular and irregular comparative and superlative forms of adjectives.
  - y. Use possessive adjectives and pronouns.
  - z. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
  - aa. Use adverbs in a variety of sentence positions.
  - bb. Use adverbs and adverb phrases in a variety of sentence positions.
  - cc. Use direct quotations correctly.
  - dd. Use direct quotations and indirect quotations correctly.
  - ee. Use “and” as a conjunction.
  - ff. Use coordinating conjunctions.

## English as a Second Language (ESL) Curriculum Standards

- 7-8.W.3. The student will use proper spelling.
- Spell High Beginning-Level vocabulary correctly.
  - Spell Intermediate-Level vocabulary correctly.
  - Spell grade-level and academic-based vocabulary correctly.
  - Spell grade-level and academic-based vocabulary correctly.
- 7-8.W.4. The student will use standard writing conventions.
- Use periods at the ends of sentences.
  - Use periods with simple, common abbreviations.
  - Use periods with abbreviations.
  - Use question marks and exclamation marks at the ends of sentences.
  - Use commas in addresses.
  - Use commas after introductory "yes" or "no."
  - Use commas with adjectives, nouns, and noun phrases in a series (e.g., You will need good scissors, some glue, and a long ruler.).
  - Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
  - Use commas joining two independent clauses with "but" or "or" (e.g., "You can stay here, or you can go home.")
  - Use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
  - Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
  - Use apostrophes in contractions.
  - Use apostrophes to show possession for singular nouns.
  - Use apostrophes to show possession for singular nouns and plural nouns.
  - Use hyphens correctly in routinely hyphenated words (e.g., He is a well-known man) and "compound" hyphenations (e.g., Do you want first-, second- or third-class tickets?).
  - Use quotation marks with direct quotations and with the correct periods and commas.
  - Capitalize the first word in a sentence.
  - Capitalize first and last names.
  - Capitalize first and last names and common titles of people.
  - Capitalize names of cities, states, and countries.
  - Capitalize names of cities, states, countries, street names, mountains, rivers, lakes, nationalities, religions, and languages.
  - Capitalize days of the week and months of the year.
  - Capitalize beginning of direct quotations.
  - Discriminate between individual words that can be either proper or common nouns, depending on context (e.g., "We elected a class president", and "Ronald Reagan was our fortieth President.")
  - Demonstrate the correct use of underlining and italicizing titles.

## English as a Second Language (ESL) Curriculum Standards

7-8.W.5. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling tested to date.
- b. Identify run-on sentences and sentence fragments.
- c. Identify capitalized words that should not be capitalized (based on the rules that students have been taught to date).
- d. Identify misplaced commas, based on rules taught to date.
- e. Demonstrate the correct use of colons and semi-colons.
- f. Determine the most effective order of sentences in a paragraph.
- g. Determine where paragraph breaks should occur.
- h. Choose an appropriate sentence to be added to a paragraph (e.g., topic sentence, body sentence, concluding sentence).
- i. Eliminate a redundant or unnecessary sentence from a paragraph.
- j. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: "The boys went fishing last weekend and they were catching several fish.")
- j. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: "The boys went fishing last weekend and they were catching several fish.")

7-8.W.6. The student will use standard writing conventions.

- a. Write simple sentences.
- b. Write sentences compounded with "and" and "but."
- c. Formulate negative sentences without double negatives.
- d. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")
- e. Write appropriate questions for embedding in text (e.g., after reading about amphibians, write a question about the classifying traits of amphibians).
- f. Use subordinating conjunctions "because" and "since" to connect a dependent clause to an independent clause (e.g., "I am hungry because I didn't eat lunch.").
- g. Recognize and differentiate among simple, compound, and complex sentences.
- h. Determine appropriate thesis statement.

7-8.W.7. The student will develop the structural and creative skills of the writing process necessary to produce written language for a variety of purposes.

- a. Write a brief descriptive paragraph with a topic sentence and two or three supporting details.
- b. Write a descriptive paragraph with a topic sentence and several supporting sentences.
- c. Write a narrative paragraph describing a personal experience.
- d. Write an expository paragraph.
- e. Write a narrative paragraph that discusses chronologically events that took place in the past.
- f. Write a chronologically organized paragraph explaining a process.

## English as a Second Language (ESL) Curriculum Standards

- g. Write a persuasive letter that takes a position on a school issue (e.g., Write either in favor of school uniforms or against them).
- h. Use appropriate organizational strategies, including outlining and other graphic organizers.
- i. Use computer technology to find information, to create reports and presentations, and to support research.
- j. Determine appropriate audience and purpose for writing.
- k. Select appropriate time order or transitional words.
- l. Write an appropriate title for a passage.
- m. Integrate all steps of the writing process: pre-writing, drafting, revising, editing, and publishing.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers & Operations

- a. Function Words ( add, subtract, multiply, and divide)
- b. Numbers, (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## **ESL I**

### **ESL I Course Description:**

Beginner: Students at beginner proficiency have virtually no functional ability in listening, speaking, reading, and writing English. They are often new arrivals. Beginner level students may go through a “silent period” as a stage of normal second language acquisition development. These are initial literacy skills.

### **ESL Course Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **ESL I: (Beginner) Learning Expectations:**

#### **Listening**

ESL I.L.1 Students will show understanding of academic vocabulary.

ESL I.L.2 Students will demonstrate an understanding of various forms of oral communication.

#### **Speaking**

ESL I.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL I.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL I.S.3 Students will use appropriate sentence construction for clear communication.

ESL I.S.3 Students will use appropriate language functions to obtain and give information.

ESL I.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

#### **Reading**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

#### **Writing**

ESL I.W.1 The student will develop the structural skills of the writing process.



## **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### **ESL I Student Performance Indicators:**

#### **Listening:**

ESL I.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary.
- b. Demonstrate understanding of prepositions of place and time.

ESL I.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Recognize simple statements (SV or SVO in the present tense) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- b. Demonstrate an understanding of verbal directions pertaining to one identifying criterion (e.g., point to the “tall” boy).
- c. Answer literal oral comprehension questions.
- d. Demonstrate understanding of simple language functions (e.g., greetings, requests, offers of help, apologies).
- e. Understand classroom survival directions (e.g., schedules, homework assignments, please sit down).

#### **Speaking**

ESL I.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce basic vocabulary
- b. Pronounce the –s endings of plural nouns.

ESL I.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Name familiar classroom objects.
- b. Demonstrate knowledge of the use of comparative and superlative adjectives (only –er and –est forms).
- c. Demonstrate understanding of the use of action verbs (e.g., name a representation of an action verb).

## English as a Second Language (ESL) Curriculum Standards

ESL I.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate simple sentences.
- b. Show ability to use simple present simple past tense of verbs accurately.
- c. Use contractions made with “not” to negate a statement.
- d. Use articles (“a (n)”, “the” or Æ) in context.
- e. Demonstrate an ability to use prepositions of place (e.g., give a complete sentence answer to questions about the positions of objects, such as: Where is the book? The book is on the table).
- f. Use words to describe a picture.
- g. Provide personal information.

ESL I.S.4 Students will use appropriate language functions to obtain and give information.

- a. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies.

ESL I.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Describe people, places or things with one adjective.

### **Reading**

ESL I.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Identify components of books (e.g., the front cover, back cover, title page, and author of a book or reading selection).
- b. Identify the directionality of written text.
- c. Identify where a new line of text begins (e.g., move from top of page to bottom, return to margin on next line).
- d. Recognize and name all uppercase and lowercase letters of the alphabet written in print or cursive.
- e. Identify letters, printed words, and printed sentences.
- f. Identify high-frequency sight words in context.
- g. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- h. Read aloud simple passages with few errors.
- i. Read aloud short passages.
- j. Build vocabulary by reading and viewing from a wide variety of sources.
- k. Identify antonyms (e.g., hot and cold, up and down, over and under, big and small).
- l. Identify synonyms.

## English as a Second Language (ESL) Curriculum Standards

- m. Determine the answer to a literal question regarding the meaning of a simple passage.
- n. Show understanding of the order of events within a sequence or a process (e.g., put a set of pictures in chronological order).
- o. Identify the main character in a story.

### Writing

ESL I.W.1 The student will develop the structural skills of the writing process.

- a. Write the correct form of verbs.
- b. Form possessive nouns correctly (e.g., Bill's coat).
- c. Write the correct form of irregular noun plurals (e.g., child/children).
- d. Use indefinite articles "a" and "an" correctly with count nouns.
- e. Use the correct number and case of personal pronouns for the subject.
- f. Use demonstrative pronouns appropriately (e.g., "These are apples").
- g. Use common comparative and superlative forms of adjectives (e.g., bigger; strongest).
- h. Use possessive adjectives.
- i. Spell beginning level words.
- j. Spell common contractions.
- k. Use periods at the ends of sentences.
- l. Use question marks at the ends of questions.
- m. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- n. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- o. Use commas in addresses.
- p. Use commas after introductory "yes" or "no."
- q. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- r. Capitalize the first word in a sentence.
- s. Capitalize first and last names.
- t. Capitalize titles (e.g., Aunt and Uncle used with names, Grandma and Grandpa).
- u. Capitalize days of the week and months of the year.
- v. Capitalize names books.
- x. Capitalize all salutations and closings.
- y. Capitalize street names.
- z. Capitalize languages, religions, and nationalities.
- aa. Edit mechanical writing errors based on the rules and features of grammar and sentences.
- bb. Write complete, grammatical simple sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- cc. Formulate simple negative sentences.
- dd. Formulate simple negative sentences with "be" and "do" in declarative statements. (e.g., "He is not here." "Manuel does not play Nintendo.")

## English as a Second Language (ESL) Curriculum Standards

ee. Write a descriptive paragraph with a topic sentence and several supporting ideas.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Sample Tasks:**

Sharing and requesting information

Expressing needs, feelings, and ideas

Using non-verbal communication in social interactions

Getting personal needs met

Developing relationships with others

Engaging in transactions

Following oral and written directions, implicit and explicit

Requesting and providing clarification

Participating in full class group and pair discussions

Asking and answering questions

Requesting information and assistance

Negotiating and managing interaction to accomplish tasks

Explaining actions

## English as a Second Language (ESL) Curriculum Standards

Elaborating and extending other people's ideas and words  
Expressing likes, dislikes and needs  
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately  
Using writing for social purposes  
Responding to and using slang, idioms, and humor appropriately  
Determining when it is appropriate to use a language other than English  
Determining appropriate topics for interaction  
Understanding and respecting multi-cultural and ethnic diversity

### **Linkages:**

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

## **ESL II**

### **ESL II Course Description:**

High Beginner: Students at high beginner proficiency are beginning to understand language and use it in a limited capacity. Typically, they memorize words and phrases and can comprehend and utilize language that they have been taught. The curriculum focuses on applying literacy skills to the development of new knowledge. In second language acquisition, keep in mind that social language precedes academic language development.

### **ESL Course Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **ESL II: (High Beginner) Learning Expectations:**

#### **Listening**

ESL II.L.1 Students will show understanding of academic vocabulary.

ESL II.L.2 Students will demonstrate an understanding of various forms of oral communication.

#### **Speaking**

ESL II.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL II.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL II.S.3 Students will use appropriate sentence construction for clear communication.

ESL II.S.3 Students will use appropriate language functions to obtain and give information.

ESL II.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

#### **Reading**

ESL II.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

#### **Writing**

## English as a Second Language (ESL) Curriculum Standards

ESL II.W.1 The student will develop the structural skills of the writing process.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### **ESL II Student Performance Indicators:**

#### **Listening**

ESL II.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary including singular and plural regular and irregular nouns and action verbs.
- b. Demonstrate understanding of prepositions of place and time.

ESL II.L.2 Students will demonstrate an understanding of various forms of oral communication

- a. Recognize simple statements (SV or SVO in the past, present, and future tenses) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- b. Demonstrate an understanding of verbal directions using words pertaining to two identifying criteria.
- c. Identify the main idea of an appropriate-level passage.
- d. Answer literal or inferential oral comprehension questions
- e. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- f. Understand classroom directions (e.g., schedules, homework assignments).
- g. Demonstrate understanding of sequences of events after listening to a short simple passage that is read orally (e.g., determine “what happened second”).
- h. Demonstrate literal understanding of simple sentences.
- i. Recognize personification.

#### **Speaking**

ESL II.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce basic vocabulary
- b. Pronounce the –s endings of plural nouns.
- c. Pronounce the –ed endings of regular past tense verbs.
- d. Use correct intonation when using tag questions.

ESL II.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

## English as a Second Language (ESL) Curriculum Standards

- a. Demonstrate knowledge of the use of comparative and superlative adjectives using more or most.
- b. Demonstrate understanding of the use of regular and irregular verbs (e.g., name a representation of an action verb).

ESL II.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate compound sentences.
- b. Show ability to use the following verb tenses accurately with verbs: present, past, present continuous (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases.)
- c. Use the correct form of modal auxiliary can + base form of verbs.
- d. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- e. Use quantifiers (e.g., a couple of, a few, several, and many) with count nouns.
- f. Use articles (“a (n)”, “the” or Æ) in context.
- g. Demonstrate an ability to use prepositions of time, place and position.
- h. For a sequence of pictures, explain in simple sentences with few errors what the pictures are illustrating.
- i. Provide personal information.
- j. Tell the use or purpose of familiar objects.

ESL II.S.3 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; expressing needs and wants.

ESL II.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Explain a personal preference.
- b. Express an opinion about an issue.
- c. Explain a few steps involved in completing a short activity.
- d. Describe a places, people or things with one adjective.
- e. Give directions based on a map.
- f. Describe and interpret information in chart or graph.

### **Reading**

ESL II.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).



## English as a Second Language (ESL) Curriculum Standards

- b. Read aloud complex passages with few errors.
- c. Read aloud short passages at a rate appropriate to proficiency level.
- d. Build vocabulary by reading and viewing from a wide variety of sources.
- e. Identify antonyms
- f. Identify synonyms.
- g. Show knowledge of the meaning of common prefixes, suffixes, and word roots.
- h. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- i. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly
- j. Determine the meaning of unfamiliar words by using knowledge of individual known words.
- k. Determine the meaning of familiar vocabulary words with multiple meanings (e.g., line, steep prices).
- l. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- m. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- n. Determine the answer to a literal or simple inference question regarding the meaning of a simple passage.
- o. Determine the antecedent of a personal pronoun.
- p. Show understanding of the order of events within a sequence or a process (e.g., put a set of simple sentences into chronological order).
- q. Identify the main idea or main topic when it is explicitly stated.
- r. Predict what would most likely happen next in a narrative.
- s. Identify the main character and all other important characters in a story.
- t. Infer characters' feelings at different points in a story.
- u. Identify the main character’s problem in a simple story (e.g., what is the main character trying to accomplish in the story?).
- v. Demonstrate an understanding of the most important details in a simple story.
- w. Differentiate among the literary elements of plot, character, and setting In a simple story
- x. Use various text features to locate information (e.g., graphs, maps, charts, and diagrams).

### **Writing**

- ESL II.W.1 The student will develop the structural skills of the writing process.
- a. Print in upper- and lower case.
  - b. Write dictated words and sentences.
  - c. Write the correct form of verbs in agreement with count and non-count noun subjects.

## English as a Second Language (ESL) Curriculum Standards

- d. Write the correct form of modal auxiliaries can and may + base form of the verb
- e. Form possessive nouns correctly (e.g., Bill's coat).
- f. Write the correct form of irregular count plurals (e.g., child/children).
- g. Use indefinite articles "a" and "an" correctly with count nouns.
- h. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person).
- i. Use demonstrative pronouns appropriately (e.g., "These are apples").
- j. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., "What is he doing?").
- k. Use indefinite pronouns with correct subject-verb agreement.
- l. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- m. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
- n. Spell high-beginning words.
- o. Spell common contractions.
- p. Use periods at the ends of sentences.
- q. Use question marks at the ends of questions.
- r. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- s. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- t. Use commas in addresses.
- u. Use commas after introductory "yes" or "no."
- v. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- w. Use commas joining two independent clauses with "and" "but" and "or" (e.g., "You can stay here, or you can go home.")
- x. Use commas after transition words e.g. first, next, finally etc.
- y. Use quotation marks with direct quotations and with the correct periods and commas (e.g., Mike said, "I want a new skateboard.")
- z. Use hyphens correctly routinely hyphenated words.
- aa. Capitalize the first word in a sentence.
- bb. Capitalize titles of people.
- cc. Capitalize names of cities, states, and countries.
- dd. Capitalize names of books
- ee. Capitalize all salutations and closings.
- ff. Capitalize beginning of direct quotations.
- gg. Capitalize street names.
- hh. Capitalize mountains, rivers, and lakes.
- ii. Write complete, grammatical sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- jj. Write compound sentences with "and" and "but".
- kk. Formulate negative sentences without double negatives.

## English as a Second Language (ESL) Curriculum Standards

- ll. Formulate simple negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- mm. Identify run-on sentences and sentence fragments.
- nn. Use subordinating conjunction “because” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- oo. Write a descriptive paragraph with a topic sentence and several supporting ideas.
- pp. Write a narrative paragraph that discusses events chronologically.
- qq. Write a friendly letter.
- rr. Determine the most effective order of sentences in a paragraph.
- ss. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.
- tt. Research information.
- uu. Select the most appropriate title for a passage.
- vv. Choose the topic sentence of a paragraph.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

## English as a Second Language (ESL) Curriculum Standards

### **Sample Tasks:**

Sharing and requesting information  
Expressing needs, feelings, and ideas  
Using non-verbal communication in social interactions  
Getting personal needs met  
Developing relationships with others  
Engaging in transactions  
Following oral and written directions, implicit and explicit  
Requesting and providing clarification  
Participating in full class group and pair discussions  
Asking and answering questions  
Requesting information and assistance  
Negotiating and managing interaction to accomplish tasks  
Explaining actions  
Elaborating and extending other people's ideas and words  
Expressing likes, dislikes and needs  
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately  
Using writing for social purposes  
Responding to and using slang, idioms, and humor appropriately  
Determining when it is appropriate to use a language other than English  
Determining appropriate topics for interaction  
Understanding and respecting multi-cultural and ethnic diversity

### **Linkages:**

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

### **ESL III**

#### **ESL III Course Description:**

Intermediate: Students at intermediate proficiency are able to understand most oral language pertaining to familiar topics but have difficulty comprehending and using academic vocabulary. Their speech and writing are basic and contain frequent errors. Social language ability can be misinterpreted for more advanced ability in academic English. Grade level academic content skills are still in development. The curricular focus is on advancing applications of literacy skills for the development of new knowledge.

#### **ESL III Course Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

#### **ESL III: (Intermediate) Learning Expectations:**

##### **Listening**

ESL III.L.1 Students will show understanding of academic vocabulary.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

##### **Speaking**

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

ESL III.S.3 Students will use appropriate language functions to obtain and give information.

ESL III.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

##### **Reading**

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

## **Writing**

H.S.W.1 The student will develop the structural skills of the writing process.

## **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

## **ESL III Student Performance Indicators:**

### **Listening**

ESL III.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary including singular and plural regular and irregular nouns and action verbs.
- b. Derive meaning from any prepositions.

ESL III.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Recognize simple statements (SV or SVO in the past, present, and future tenses) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- b. Demonstrate an understanding of complex verbal directions using words pertaining to three identifying criteria.
- c. Demonstrate an understanding of cause and effect using "because".
- d. Identify the main idea of an appropriate-level passage.
- e. Demonstrate literal understanding of orally presented school-based topics.
- f. Understand simple inference questions pertaining to a short oral expository passage.
- g. Understand an inference question about a character's feelings.
- h. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- i. Understand classroom directions (e.g., schedules, homework assignments).
- j. Demonstrate understanding of sequences of events after listening to a short simple passage that is read orally (e.g., determine "what happened second").
- k. Recognize relevant and irrelevant information in discourse.
- l. Recognize persuasive voice.
- m. Demonstrate literal understanding of short poems.
- n. Demonstrate literal understanding of short fictional narratives.
- o. Demonstrate understanding of metaphor, including simile and personification.

## Speaking

ESL III.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce academic vocabulary.
- b. Pronounce the –s endings of plural nouns.
- c. Pronounce the –ed endings of regular past tense verbs.
- d. Use correct falling intonation when asking a wh- question (i.e., who, what, where, when, why, and how).

ESL III.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Demonstrate knowledge of the use of irregular comparative and superlative adjectives.
- b. Demonstrate understanding of the use of abstract verbs.

ESL III.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate sentences with subordinate clauses.
- b. Show ability to use the following verb tenses accurately with verbs: present, past, present continuous, present perfect, and present perfect continuous (e.g., give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).
- c. Use the correct form of modal auxiliaries can, could, may, might, will, + base form of verbs.
- d. Formulate statements with neither/nor. Demonstrate knowledge of the placement of “no” and “not” in sentences by using them with the accurate word order in negative statements.
- e. Use quantifiers with count and non-count nouns.
- f. Use articles (“a (n)”, “the” or Æ) in context.
- g. Demonstrate an ability to use prepositions of time, place, position, and reason.
- h. Demonstrate understanding of the use of adjective + preposition combinations.
- i. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- j. Provide personal information.
- k. Tell the use or purpose of familiar objects.

ESL III.S.3 Students will use appropriate language functions to obtain and give information.

## English as a Second Language (ESL) Curriculum Standards

Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants.

ESL III.S.5 Students will develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Explain a personal preference and give two or more reasons for it.
- b. Express an opinion about an issue and give two or more reasons to support it.
- c. Explain several steps involved in completing a common activity in chronological order.
- d. Compare and contrast two types of places, people or things.
- e. Give directions based on a map.
- f. Describe and interpret information in a chart or graph.

### **Reading**

ESL III.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Read aloud complex passages with few errors.
- b. Read aloud short passages with few errors.
- c. Build vocabulary by reading and viewing from a wide variety of sources.
- d. Identify antonyms.
- e. Identify synonyms.
- f. Show knowledge of the meaning of common prefixes, suffixes, and word roots.
- g. Show knowledge of the relationship between opposites that are formed by adding the following prefixes to the beginning of words: in- inefficient, impossible, il- illiterate, ir- irregular.
- h. Show knowledge of the relationship between words and suffixes. Examples: adjectives and nouns formed by adding “-ness” to the adjective form (e.g., kindness; happiness); verbs and nouns formed by adding “-er” to the verb forms (e.g., driver; teacher); verbs and adjectives formed by adding “-able” to the verb forms (e.g., washable; lovable).
- i. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- j. Determine the meaning of unfamiliar words by using knowledge of individual known words.
- k. Determine the meaning of a word with multiple meanings that best fits in a given context.
- l. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- m. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).



## English as a Second Language (ESL) Curriculum Standards

- n. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- o. Determine the antecedent any pronoun.
- p. Determine the antecedent of a noun or noun phrase.
- q. Show understanding of the order of events within a sequence or a process (e.g., put a set of sentences into chronological order).
- r. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- s. Identify the main idea or main topic when it is or is not explicitly stated.
- t. Identify the best summary of an informative reading selection.
- u. Identify the important details that support a main idea or summary statement.
- v. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- w. Predict what would most likely happen next in a narrative.
- x. Distinguish between fact and opinion.
- y. Identify the main character and all other important characters in a story.
- z. Infer characters' feelings about themselves or their surroundings at different points in a story.
- aa. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- bb. Demonstrate an understanding of the most important details in a story.
- cc. Differentiate among the literary elements of plot, character, setting, and point of view, rising action, climax, falling action, resolution and theme.
- dd. Use various text features to locate information (e.g., graphs, maps, charts, and diagrams).
- ee. Recognize figurative language in various texts.
- ff. Critique the effectiveness of persuasive devices (e.g. bandwagon, propaganda, emotional appeal, testimonial) used in various texts.

### Writing

ESL III.W.1 The student will develop the structural skills of the writing process.

- a. Write cursive letters in upper- and lower case.
- b. Write dictated words and sentences.
- c. Write the correct form of verbs in agreement with count and non-count noun subjects.
- d. Write the correct form of modal auxiliaries (e.g. can, could, may, might, will, would, should + base form of verbs.)
- e. Express future time with "if" clauses (e.g., "If you go to the party, you will have a good time").
- f. Use conditional verb forms with "if" clauses ("If I had enough money, I would buy new shoes").
- g. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
- h. Form possessive nouns correctly (e.g., Bill's coat).
- i. Write the correct form of irregular count plurals (e.g., child/children).

## English as a Second Language (ESL) Curriculum Standards

- j. Use indefinite articles “a” and “an” correctly with count and non-count nouns.
- k. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person).
- l. Use demonstrative pronouns appropriately (e.g., “These are apples”).
- m. Use interrogative pronouns (who, what, where, why, when, how, whose + noun, which + noun) in simple questions (e.g., “Whose book is this?”).
- n. Use indefinite pronouns with correct subject-verb agreement.
- o. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- p. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., “my,” “mine,” “your,” “yours,” “myself”).
- q. Use adverbs and adverb phrases in different sentence positions.
- r. Use direct quotations and indirect quotations (e.g., Martha said, “I have a headache”; Martha said that she had a headache.)
- s. Use coordinating conjunctions (i.e., “both...and”; “either...or”; “not only...but also”).
- t. Combine words as they normally appear in idiomatic English (e.g., “talk about,” not “discuss about”; “jealous of,” not “jealous with.”)
- u. Spell academic words.
- v. Spell common contractions.
- w. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- x. Use commas joining two independent clauses with “and” “but” and “or” (e.g., “You can stay here, or you can go home.”)
- y. Use commas to set off appositives (e.g., “Many of us, the people who pay taxes, oppose this idea.”)
- z. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., “After I stopped by my friend’s house, I went straight home.”)
- aa. Use commas after transition words e.g. first, next, finally etc.
- bb. Use quotation marks in direct quotations with attributive text at the beginning (e.g., Juanita said, “Take care of the cat.”)
- cc. Use hyphens correctly routinely hyphenated words.
- dd. Capitalize beginning of direct quotations.
- ee. Capitalize mountains, rivers, and lakes.
- ff. Choose the topic sentence of a paragraph.
- gg. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling.
- hh. Write compound sentences with “and” and “but”.
- ii. Formulate negative sentences without double negatives.
- jj. Formulate negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- kk. Identify run-on sentences and sentence fragments.
- ll. Use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).

## English as a Second Language (ESL) Curriculum Standards

- mm. Write a descriptive paragraph with a topic sentence and several supporting ideas.
- nn. Write a chronologically organized paragraph explaining a process.
- oo. Write a narrative and expository paragraph describing a personal experience.
- pp. Write a business letter.
- qq. Write a persuasive letter that takes a position (e.g., Write either in favor of school uniforms or against them).
- rr. Determine the most effective order of sentences in a paragraph.
- ss. Determine where paragraph breaks should occur.
- tt. Eliminate a redundant or unnecessary sentence from a paragraph.
- uu. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)
- vv. Identify and write for a variety of audiences
- ww. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.
- xx. Use transitions effectively.
- yy. Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citations of sources, and bibliographic entries. Avoid plagiarism.
- zz. Select the most appropriate title for a passage.
- aaa. Determine the stage of the writing process.
- bbb. Choose the topic sentence of a paragraph.
- ccc. Choose sentences that relate to the writer’s purpose in a selected passage.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

## English as a Second Language (ESL) Curriculum Standards

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Sample Tasks:**

Sharing and requesting information  
Expressing needs, feelings, and ideas  
Using non-verbal communication in social interactions  
Getting personal needs met  
Developing relationships with others  
Engaging in transactions  
Following oral and written directions, implicit and explicit  
Requesting and providing clarification  
Participating in full class group and pair discussions  
Asking and answering questions  
Requesting information and assistance  
Negotiating and managing interaction to accomplish tasks  
Explaining actions  
Elaborating and extending other people's ideas and words  
Expressing likes, dislikes and needs  
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately  
Using writing for social purposes  
Responding to and using slang, idioms, and humor appropriately  
Determining when it is appropriate to use a language other than English  
Determining appropriate topics for interaction  
Understanding and respecting multi-cultural and ethnic diversity

### **Linkages:**

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

## **ESL IV**

### **ESL IV Course Description:**

High Intermediate: Students at high intermediate proficiency are able to function well in most everyday situations but still require academic language support. They may have difficulty understanding text beyond the literal level. They often make errors in structure and idiomatic language. The curricular focus is on more advanced applications of literacy skills.

### **ESL Course Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

### **ESL IV: (High Intermediate) Learning Expectations:**

#### **Listening**

ESL IV.L.1 Students will show understanding of academic vocabulary.

ESL IV.L.2 Students will demonstrate an understanding of various forms of oral communication.

#### **Speaking**

ESL IV.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL IV.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL IV.S.3 Students will use appropriate sentence construction for clear communication.

ESL IV.S.3 Students will use appropriate language functions to obtain and give information.

ESL IV.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

#### **Reading**

ESL IV.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

#### **Writing**

## English as a Second Language (ESL) Curriculum Standards

ESL IV.W.1 The student will develop the structural skills of the writing process.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### **ESL IV Student Performance Indicators:**

#### **Listening**

ESL IV.L.1 Students will show understanding of academic vocabulary.

- a. Demonstrate understanding of everyday vocabulary including singular and plural regular and irregular nouns and action verbs.
- b. Demonstrate understanding of prepositions of place and time.

ESL IV.L.2 Students will demonstrate an understanding of various forms of oral communication

- a. Recognize simple statements (SV or SVO in the past, present, and future tenses) that are accurate descriptions of pictures (e.g., point to the picture that shows a girl riding a bicycle).
- b. Demonstrate an understanding of verbal directions using words pertaining to two identifying criteria.
- c. Identify the main idea of an appropriate-level passage.
- d. Answer literal or inferential oral comprehension questions
- e. Demonstrate understanding of language functions (e.g., greetings, requests, offers of help, apologies).
- f. Understand classroom directions (e.g., schedules, homework assignments).
- g. Demonstrate understanding of sequences of events after listening to a short simple passage that is read orally (e.g., determine “what happened second”).
- h. Demonstrate literal understanding of simple sentences.
- i. Recognize personification.

#### **Speaking**

ESL IV.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce basic vocabulary
- b. Pronounce the –s endings of plural nouns.
- c. Pronounce the –ed endings of regular past tense verbs.
- d. Use correct intonation when using tag questions.

ESL IV.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

## English as a Second Language (ESL) Curriculum Standards

- a. Demonstrate knowledge of the use of comparative and superlative adjectives using more or most.
- b. Demonstrate understanding of the use of regular and irregular verbs (e.g., name a representation of an action verb).

ESL IV.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate compound sentences.
- b. Show ability to use the following verb tenses accurately with verbs: present, past, present continuous (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases.)
- c. Use the correct form of modal auxiliary can + base form of verbs.
- d. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- e. Use quantifiers (e.g., a couple of, a few, several, and many) with count nouns.
- f. Use articles (“a (n)”, “the” or  $\text{\AA}$ ) in context.
- g. Demonstrate an ability to use prepositions of time, place and position.
- h. For a sequence of pictures, explain in simple sentences with few errors what the pictures are illustrating.
- i. Provide personal information.
- j. Tell the use or purpose of familiar objects.

ESL IV.S.3 Students will use appropriate language functions to obtain and give information.

Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; expressing needs and wants.

ESL IV.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

- a. Explain a personal preference.
- b. Express an opinion about an issue.
- c. Explain a few steps involved in completing a short activity.
- d. Describe a places, people or things with one adjective.
- e. Give directions based on a map.
- f. Describe and interpret information in chart or graph.

### **Reading**

ESL IV.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Read aloud short sentences that are statements, questions, and exclamations with understandable intonation (e.g., rising pitch at ends of questions).
- b. Read aloud complex passages with few errors.

## English as a Second Language (ESL) Curriculum Standards

- c. Read aloud short passages at a rate appropriate to proficiency level.
- d. Build vocabulary by reading and viewing from a wide variety of sources.
- e. Identify antonyms
- f. Identify synonyms.
- g. Show knowledge of the meaning of common prefixes, suffixes, and word roots.
- h. Show knowledge that common prefixes such as “un-”, “non-“ and “dis-“ added to specific adjectives to change them to their opposites (e.g., happy – unhappy; agree – disagree; sense – nonsense).
- i. Show knowledge of the relationships between adjectives and related adverb forms that end in “-ly” (e.g., careless – carelessly; polite –politely; angry – angrily; correct – correctly
- j. Determine the meaning of unfamiliar words by using knowledge of individual known words.
- k. Determine the meaning of familiar vocabulary words with multiple meanings (e.g., line, steep prices).
- l. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- m. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- n. Determine the answer to a literal or simple inference question regarding the meaning of a simple passage.
- o. Determine the antecedent of a personal pronoun.
- p. Show understanding of the order of events within a sequence or a process (e.g., put a set of simple sentences into chronological order).
- q. Identify the main idea or main topic when it is explicitly stated.
- r. Predict what would most likely happen next in a narrative.
- s. Identify the main character and all other important characters in a story.
- t. Infer characters' feelings at different points in a story.
- u. Identify the main character’s problem in a simple story (e.g., what is the main character trying to accomplish in the story?).
- v. Demonstrate an understanding of the most important details in a simple story.
- w. Differentiate among the literary elements of plot, character, and setting In a simple story
- x. Use various text features to locate information (e.g., graphs, maps, charts, and diagrams).

### Writing

- ESL IV.W.1 The student will develop the structural skills of the writing process.
- a. Print in upper- and lower case.
  - b. Write dictated words and sentences.
  - c. Write the correct form of verbs in agreement with count and non-count noun subjects.
  - d. Write the correct form of modal auxiliaries can and may + base form of the verb



## English as a Second Language (ESL) Curriculum Standards

- e. Form possessive nouns correctly (e.g., Bill's coat).
- f. Write the correct form of irregular count plurals (e.g., child/children).
- g. Use indefinite articles "a" and "an" correctly with count nouns.
- h. Use the correct number and case of personal pronouns (i.e., subject, object; first person, second person and third person).
- i. Use demonstrative pronouns appropriately (e.g., "These are apples").
- j. Use interrogative pronouns (who, what, where, why, when and how) in simple questions (e.g., "What is he doing?").
- k. Use indefinite pronouns with correct subject-verb agreement.
- l. Use common regular and irregular comparative and superlative forms of adjectives (e.g., bigger; strongest).
- m. Use possessive adjectives and pronouns and reflexive pronouns appropriately (e.g., "my," "mine," "your," "yours," "myself").
- n. Spell high-beginning words.
- o. Spell common contractions.
- p. Use periods at the ends of sentences.
- q. Use question marks at the ends of questions.
- r. Use exclamation marks with imperatives as appropriate (e.g., Stop!).
- s. Use periods with simple, common abbreviations (e.g., St., Rd., Mr., Dr., Mrs., Ave.).
- t. Use commas in addresses.
- u. Use commas after introductory "yes" or "no."
- v. Use commas for any words and phrases in a series (e.g., Use packing tape, brown paper, and a black marking pen for the address.)
- w. Use commas joining two independent clauses with "and" "but" and "or" (e.g., "You can stay here, or you can go home.")
- x. Use commas after transition words e.g. first, next, finally etc.
- y. Use quotation marks with direct quotations and with the correct periods and commas (e.g., Mike said, "I want a new skateboard.")
- z. Use hyphens correctly routinely hyphenated words.
- aa. Capitalize the first word in a sentence.
- bb. Capitalize titles of people.
- cc. Capitalize names of cities, states, and countries.
- dd. Capitalize names of books
- ee. Capitalize all salutations and closings.
- ff. Capitalize beginning of direct quotations.
- gg. Capitalize street names.
- hh. Capitalize mountains, rivers, and lakes.
- ii. Write complete, grammatical sentences (i.e., subject-verb-object; subject-linking verb-noun/adjective).
- jj. Write compound sentences with "and" and "but".
- kk. Formulate negative sentences without double negatives.
- ll. Formulate simple negative sentences with "be," "do," and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements (e.g., "He is not here." "Manuel does not play Nintendo." "Cara cannot ski.").
- mm. Identify run-on sentences and sentence fragments.

## English as a Second Language (ESL) Curriculum Standards

- nn. Use subordinating conjunction “because” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- oo. Write a descriptive paragraph with a topic sentence and several supporting ideas.
- pp. Write a narrative paragraph that discusses events chronologically.
- qq. Write a friendly letter.
- rr. Determine the most effective order of sentences in a paragraph.
- ss. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.
- tt. Research information.
- uu. Select the most appropriate title for a passage.
- vv. Choose the topic sentence of a paragraph.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

#### Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

#### Algebra

- a. Patterns
- b. Sorting

#### Geometry

- a. Shapes
- b. Positions & Directions

#### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight
- e. Temperature
- f. Metric

#### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Sample Tasks:**

Sharing and requesting information  
Expressing needs, feelings, and ideas  
Using non-verbal communication in social interactions  
Getting personal needs met

## English as a Second Language (ESL) Curriculum Standards

Developing relationships with others  
Engaging in transactions  
Following oral and written directions, implicit and explicit  
Requesting and providing clarification  
Participating in full class group and pair discussions  
Asking and answering questions  
Requesting information and assistance  
Negotiating and managing interaction to accomplish tasks  
Explaining actions  
Elaborating and extending other people's ideas and words  
Expressing likes, dislikes and needs  
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately  
Using writing for social purposes  
Responding to and using slang, idioms, and humor appropriately  
Determining when it is appropriate to use a language other than English  
Determining appropriate topics for interaction  
Understanding and respecting multi-cultural and ethnic diversity

### **Linkages:**

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.

## English as a Second Language (ESL) Curriculum Standards

### **ESL V**

#### **ESL V Course Description:**

Advanced: Students at the advanced level of proficiency can handle most personal, social and academic language. Idioms and structure are frequently still problematic. Complicated literary and academic texts may require use of a dictionary when the language and context are unfamiliar. The ESL curricular focus is based on literacy skills necessary for success in a grade level classroom.

#### **ESL V Course Standard:**

English Language Learners will develop the necessary listening, speaking, and reading skills for communication, word recognition, comprehension, interpretation, analysis, evaluation, and appreciation of print in order to be successful in the mainstream classroom.

#### **ESL V: (Advanced) Learning Expectations:**

##### **Listening**

ESL V.L.1 Students will show understanding of academic vocabulary.

ESL V.L.2 Students will demonstrate an understanding of various forms of oral communication.

##### **Speaking**

ESL V.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

ESL V.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

ESL V.S.3 Students will use appropriate sentence construction for clear communication.

ESL V.S.3 Students will use appropriate language functions to obtain and give information.

ESL V.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

##### **Reading**

ESL V.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

##### **Writing**

## English as a Second Language (ESL) Curriculum Standards

ESL V.W.1 The student will develop the structural skills of the writing process.

### **Mathematics**

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### **ESL V Student Performance Indicators:**

#### **Listening**

ESL V.L.1 Students will show understanding of academic vocabulary.

ESL V.L.2 Students will demonstrate an understanding of various forms of oral communication.

- a. Demonstrate an understanding of complex verbal directions.
- b. Demonstrate an understanding of cause and effect, including particular language clues that signal cause and effect (i.e., “because,” “since,” “consequently,” “therefore,” “thus,” and “so”).
- c. Identify the main idea of a grade-level passage.
- d. Demonstrate literal understanding of orally presented school-based topics.
- e. Determine the answer to a simple inference question regarding the meaning of an orally presented passage.
- f. Understand an inference question about a character’s feelings.
- g. Demonstrate understanding of idioms in a passage that is read orally.
- h. Demonstrate understanding of sequences of events after listening to a short passage that is read orally (e.g., determine “what happened second”).
- i. Distinguish between relevant and irrelevant information in a persuasive oral argument.
- j. Recognize the following persuasive appeals: appeal to logic, emotional appeals, and ethical appeals.
- k. Demonstrate understanding of underlying meaning in poems.
- l. Demonstrate understanding of theme in short fictional narratives.
- m. Demonstrate understanding of metaphor, including simile, personification, irony and analogy.
- n. Demonstrate effective listening skills by a variety of responses.

#### **Speaking**

ESL V.S.1 Students will communicate with appropriate pronunciation, intonation, and stress.

- a. Intelligibly pronounce academic vocabulary.

## English as a Second Language (ESL) Curriculum Standards

- b. Pronounce the –s endings of grade-level words (including the third person –s ending on present tense verbs, the possessive –s ending on nouns functioning as possessive adjectives (e.g., Bill’s coat), and the plural –s ending on nouns).
- c. Stress long compound nouns (5 or more syllables in length) correctly.
- d. Place the stress on the correct word in a sentence when speaking (e.g., do not stress function words).
- e. Pronounce stressed vowels differently and accurately in different forms from the list of common words of this type (e.g., grade-graduate; compete-competitive; nation-nationally, volcano-volcanic).

ESL V.S.2 Students will demonstrate knowledge of appropriate academic vocabulary.

- a. Use grade-level idioms correctly.

ESL V.S.3 Students will use appropriate sentence construction for clear communication.

- a. Formulate sentences with subordinate clauses
- b. Show ability to use the following verb tenses accurately: present, past, present continuous, present perfect, present perfect continuous, past continuous, past perfect, future, future perfect (e.g., Give a complete sentence answer to questions that require the use of various forms of verb phrases, such as: What has the boy been cooking? The boy has been cooking corn).
- c. Formulate complex sentences with relative clauses.
- d. Formulate contrary to fact conditional statements (e.g., If I were a millionaire, I would).
- e. Formulate negative statements, avoiding double negatives and using “no” or “not” correctly.
- f. Use quantifiers with count and non-count nouns.
- g. Use articles (“a (n)”, “the” or  $\text{\AA}$ ) in context.
- h. Demonstrate an ability to use prepositions of time, place, position, reason, manner, and possessions.
- i. Demonstrate understanding of the use of adjective + preposition combinations.
- j. For a sequence of pictures, explain in complete sentences what the pictures are illustrating.
- k. Tell the use or purpose of familiar objects.

HS.S.3 Students will use appropriate language functions to obtain and give information. Use the following language functions to communicate effectively in grade-appropriate settings: asking permission; making and accepting apologies; inviting; making suggestions; expressing needs and wants; asking for clarification; asking for directions; asking for and giving advice; agreeing and disagreeing.

HS.S.5 Develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions and social roles.

## English as a Second Language (ESL) Curriculum Standards

- a. Explain a personal preference and give two or more reasons for it.
- b. Express an opinion about an issue and give two or more reasons to support in oral presentation form.
- c. Explain several steps involved in completing a common activity in chronological order.
- d. Compare and contrast two types of places, people or things.
- e. Give directions based on a map.
- f. Describe and interpret information in a chart or graph.

### **Reading**

ESL V.R.1 The student will develop the reading skills necessary for word recognition, comprehension, interpretation and analysis.

- a. Read material for fluency, with appropriate pronunciation and intonation.
- b. Build vocabulary by reading and viewing from a wide variety of sources.
- c. Identify antonyms
- d. Identify synonyms.
- e. Show knowledge of the meaning of common prefixes, suffixes, and word roots.
- f. Infer the meaning of a word using knowledge of prefix meaning (e.g., interstate, ambidextrous).
- g. Identify the root word of words with multiple affixes (e.g., “define” as the root word of “indefinitely”).
- h. Determine the meaning of unfamiliar words by using knowledge of individual known words.
- i. Determine the meaning of a word with multiple meanings that best fits in a given context.
- j. Determine the correct use of homographs and homophones using context clues (e.g., “Turn right, not left,” “Did you get the right answer?”).
- k. Demonstrate an understanding of common idioms (e.g., “Don’t let the cat out of the bag”).
- l. Determine the answer to a literal or simple inference question regarding the meaning of a passage.
- m. Determine the antecedent of any pronoun.
- n. Show understanding of the order of events within a sequence or a process (e.g., put a set of sentences or paragraphs into chronological order).
- o. Identify organizational patterns (i.e., description, definition, summary, comparison and contrast, persuasion) in a reading selection.
- p. Identify the main idea or main topic when it is or is not explicitly stated.
- q. Identify the best summary of an informative reading selection.
- r. Identify the important details that support a main idea or summary statement.

## English as a Second Language (ESL) Curriculum Standards

- s. Show understanding of the elements common to specific text structures: expository, narrative, persuasive, and descriptive.
- t. Predict what would most likely happen next in a narrative.
- u. Distinguish between fact and opinion.
- v. Infer-characters' feelings about themselves or their surroundings at different points in a story.
- w. Identify the main character's attempts to solve his or her problem in a story (i.e., major plot events).
- x. Demonstrate an understanding of the most important details in a story.
- y. Differentiate among the literary elements of plot, character, setting, point of view, flashback, rising action, climax, falling action, resolution, theme, tone, mood, symbolism, and irony.
- z. Analyze effectiveness of figurative language.
- aa. Critique the effectiveness of persuasive devices (e.g. bandwagon, propaganda, emotional appeal, testimonial) used in various texts.

### Writing

ESL V.W.1 The student will develop the structural skills of the writing process.

- a. Write cursive letters in upper- and lower case
- b. Write dictated words and sentences.
- c. Write the correct form of modal auxiliaries (e.g. can, could, may, might, will, would, should + base form of verbs.)
- d. Express future time with "if" clauses (e.g., "If you go to the party, you will have a good time").
- e. Use conditional verb forms with "if" clauses ("If I had enough money, I would buy new shoes").
- f. Write verb forms with non-verb functions (e.g., infinitives and gerunds).
- g. Use the correct number and case of personal pronouns (subject, object, and possessive; first person, second person and third person).
- h. Use indefinite pronouns with correct subject-verb agreement.
- i. Use adverbs and adverb phrases in different sentence positions.
- j. Use direct quotations and indirect quotations (e.g., Martha said, "I have a headache"; Martha said that she had a headache.)
- k. Use coordinating conjunctions (i.e., "both...and"; "either...or"; "not only...but also").
- l. Combine words as they normally appear in idiomatic English (e.g., "talk about," not "discuss about"; "jealous of," not "jealous with").
- m. Spell academic words.
- n. Use commas to set off appositives (e.g., "Many of us, the people who pay taxes, oppose this idea.")
- o. Use commas after long adverbial phrases or clauses at the beginning of a sentence (e.g., "After I stopped by my friend's house, I went straight home.")
- p. Edit mechanical writing errors based on the rules and features of grammar, punctuation, and spelling.



## English as a Second Language (ESL) Curriculum Standards

- q. Formulate negative sentences with “be,” “do,” and modal auxiliaries (can, could, will, would, should, may, must, should) in declarative statements. (e.g., “He is not here.” “Manuel does not play Nintendo.” “Cara cannot ski.”).
- r. Identify run-on sentences and sentence fragments.
- s. Use subordinating conjunctions “because” and “since” to connect a dependent clause to an independent clause (e.g., “I am hungry because I didn’t eat lunch.”).
- t. Write a narrative and expository paragraph describing a personal experience.
- u. Write a persuasive essay that takes a position (e.g., Write either in favor of school uniforms or against them).
- v. Determine the most effective order of sentences in a paragraph.
- w. Determine where paragraph breaks should occur.
- x. Eliminate a redundant or unnecessary sentence from a paragraph.
- y. Determine whether or not elements of sentences in a passage are parallel in structure (e.g., recognize the error in: “The boys went fishing last weekend and they were catching several fish.”)
- z. Identify and write for a variety of audiences
  - aa. Practice a variety of prewriting activities and organizational strategies to generate, focus, and organize ideas.
  - bb. Use transitions effectively.
  - cc. Research information from various sources to prepare presentations or reports which use summarizing, paraphrasing, direct quotations, citations of sources, and bibliographic entries. Avoid plagiarism.
  - dd. Select the most appropriate title for a passage.
  - ee. Determine the stage of the writing process.
  - ff. Choose the topic sentence of a paragraph.
  - gg. Choose sentences that relate to the writer’s purpose in a selected passage.

## Mathematics

The students will enhance their specialized vocabulary by using the terminology of mathematics in English.

### Numbers and Operations

- a. Function Words (add, subtract, multiply, and divide)
- b. Numbers (i.e. cardinal, ordinal, and counting).

### Algebra

- a. Patterns
- b. Sorting

### Geometry

- a. Shapes
- b. Positions & Directions

### Measurement

- a. Time
- b. Calendar
- c. Money
- d. Height & Weight

## English as a Second Language (ESL) Curriculum Standards

- e. Temperature
- f. Metric

### Data Analysis

- a. Graphs
- b. Charts
- c. Parts of a Table

### **Sample Tasks:**

Sharing and requesting information  
Expressing needs, feelings, and ideas  
Using non-verbal communication in social interactions  
Getting personal needs met  
Developing relationships with others  
Engaging in transactions  
Following oral and written directions, implicit and explicit  
Requesting and providing clarification  
Participating in full class group and pair discussions  
Asking and answering questions  
Requesting information and assistance  
Negotiating and managing interaction to accomplish tasks  
Explaining actions  
Elaborating and extending other people's ideas and words  
Expressing likes, dislikes and needs  
Selecting the appropriate register or degree of formality to use with different audiences by using standard English and vernacular dialects appropriately  
Using writing for social purposes  
Responding to and using slang, idioms, and humor appropriately  
Determining when it is appropriate to use a language other than English  
Determining appropriate topics for interaction  
Understanding and respecting multi-cultural and ethnic diversity

### **Linkages:**

English Language Learners will listen, speak, read, and write in English throughout all content areas to help ensure that children who are limited English proficient, including immigrant children and youth, achieve at high levels in the core academic subjects so that those children can meet the same challenging State academic content and student academic achievement standards as all children are expected to meet. All students are expected to achieve to the same high standards in Tennessee.