

## ELL Newcomers – Gr. 3-6

**Description** Grades 3-6 students will develop beginning English listening, speaking, reading and writing skills.

**Prerequisites** English Language Level 1-2  
**Textbooks/Resources**

**Required Assessments** ACCESS

**Board Approved** July, 2005

**Revised**

### AASD ELL Goals for K-12 Students

*The ELL Bilingual Education program will enable students to:*

- *Communicate effectively in oral and written English.*
- *Achieve a level of reading literacy commensurate with ability.*
- *Develop a mastery of learning processes inherent in American education, including critical thinking skills.*
- *Develop positive listening skills and learn to use listening to synthesize information.*
- *Integrate newly acquired linguistic skills into content subjects and areas outside of the ELL/Bilingual setting.*
- *Achieve understanding of and comfort in the American culture.*
- *Maintain and develop native language literacy skills.*
- *Maintain, develop, and value the student's native culture.*

**AASD ELL Standards\* for Students in Grades 3-6**

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| I. English in Social Settings                            | A. Use English to participate in social interactions.<br>B. Interact in, through, and with spoken and written English for personal expression and enjoyment.<br>C. Use learning strategies to extend their communicative competence.   |
| II. English to Achieve Academically in all Content Areas | A. Use English to interact in the classroom.<br>B. Use English to obtain, process, construct, and provide subject matter information in spoken and written form.<br>C. Use appropriate learning strategies to construct and apply academic knowledge.  |
| III. English in Socially and Culturally Appropriate Ways | A. Use the appropriate language variety, register, and genre according to audience, purpose, and setting.<br>B. Use nonverbal communication appropriate to audience, purpose, and setting.<br>C. Use appropriate learning strategies to extend their sociolinguistic and sociocultural competence. |

\*Adopted from *ESL Standards for Pre-K – 12 Students*, publication of Teachers of English to Speakers of Other Languages, Inc., Bloomington, IL, 1999.

**Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>Listening</b>	<ul style="list-style-type: none"> <li>respond to teachers' reading of picture books by pointing to letter combinations, words, parts of books, or illustrations</li> </ul>	<ul style="list-style-type: none"> <li>respond to teachers' reading of illustrated stories or trade books by following directions (such as creating word families or word walls)</li> </ul>	<ul style="list-style-type: none"> <li>respond to or interact with teachers and/or peers during shared reading to show comprehension (such as giving thumbs-up/thumbs-down signals)</li> </ul>	<ul style="list-style-type: none"> <li>respond to or interact with teachers and/or peers during guided reading to show use of reading strategies</li> </ul>	<ul style="list-style-type: none"> <li>respond to or interact with teachers and/or peers regarding stories and chapter books during literature circles to show self-reflection</li> </ul>
<b>Speaking</b>	<ul style="list-style-type: none"> <li>describe self with words and gestures (such as features, clothing, or likes and dislikes)</li> </ul>	<ul style="list-style-type: none"> <li>compare self with other familiar persons (such as friends, family members, or movie stars)</li> </ul>	<ul style="list-style-type: none"> <li>compare self with characters in literary works</li> </ul>	<ul style="list-style-type: none"> <li>compare self with motives or points of view of characters in literary works</li> </ul>	<ul style="list-style-type: none"> <li>explain differences between self-motives or points of view and those of characters in literary works</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>follow repetitive word patterns from leveled, illustrated books</li> </ul>	<ul style="list-style-type: none"> <li>follow language patterns from predictable, illustrated trade books (such as repetitive phrases)</li> </ul>	<ul style="list-style-type: none"> <li>identify language patterns and story structure from illustrated fiction (such as fairytales, legends, or tall tales)</li> </ul>	<ul style="list-style-type: none"> <li>identify language patterns from different forms of prose or poetry</li> </ul>	<ul style="list-style-type: none"> <li>identify and select language patterns associated with various genres from grade level <b>language arts</b> materials</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>produce word lists for personal reasons from pictures (such as chores or shopping)</li> </ul>	<ul style="list-style-type: none"> <li>use models to create phrases as personal reminders (such as homework assignments)</li> </ul>	<ul style="list-style-type: none"> <li>edit own writing based on teacher feedback</li> </ul>	<ul style="list-style-type: none"> <li>edit and revise own writing based on class or peer reviews</li> </ul>	<ul style="list-style-type: none"> <li>edit and revise own writing (using word processing) to produce final drafts</li> </ul>

**ELP Standards – WIDA (Classroom)**

**Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of LANGUAGE ARTS.**

Domain	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> <li>identify elements of stories from oral directions supported by illustrations (such as characters or settings)</li> </ul>	<ul style="list-style-type: none"> <li>select literal meanings from oral descriptions (such as from oral reading of realistic fiction) and match to illustrations</li> </ul>	<ul style="list-style-type: none"> <li>identify the main idea(s) or make predictions from oral discourse (such as from oral reading of realistic or science fiction) and select from illustrations</li> </ul>	<ul style="list-style-type: none"> <li>identify cause/ effect in oral discourse (such as from oral reading of realistic or science fiction)</li> </ul>	<ul style="list-style-type: none"> <li>make connections and draw conclusions from oral discourse (such as from oral reading of grade level realistic or science fiction)</li> </ul>
Speaking	<ul style="list-style-type: none"> <li>name story elements of various genres depicted visually (such as non-fiction works, fairy tales, myths, fables, or legends)</li> </ul>	<ul style="list-style-type: none"> <li>describe explicit story elements of various genres supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends)</li> </ul>	<ul style="list-style-type: none"> <li>summarize issues or conflicts in various genres, supported by illustrations (such as non-fiction works, fairy tales, myths, fables, or legends)</li> </ul>	<ul style="list-style-type: none"> <li>discuss relationships among ideas and offer opinions on issues in various genres (such as non-fiction works, fairy tales, myths, fables, or legends)</li> </ul>	<ul style="list-style-type: none"> <li>make connections and propose options or solutions to issues or conflicts in various genres and support with details</li> </ul>
Reading	<ul style="list-style-type: none"> <li>match labels or identify facts from pictures and phrase (e.g., “I see, there is...”)</li> </ul>	<ul style="list-style-type: none"> <li>identify language associated with stating facts found in short fiction or non-fiction text supported by pictures or graphics (e.g., “I know that...,” “it is true that...”)</li> </ul>	<ul style="list-style-type: none"> <li>identify language associated with stating opinions found in fiction or non-fiction text (e.g., “I think that...;” “We believe that...;” “It could be...”)</li> </ul>	<ul style="list-style-type: none"> <li>differentiate between statements of fact and opinion found in various reading selections</li> </ul>	<ul style="list-style-type: none"> <li>identify authors’ reasons or intent for selecting facts or opinions found in fiction or non-fiction from grade level language arts text</li> </ul>
Writing	<ul style="list-style-type: none"> <li>describe personal experiences using pictures, words, or phrases</li> </ul>	<ul style="list-style-type: none"> <li>relate personal information or experiences using limited descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>compare/contrast personal information or experiences with those of others using descriptive language</li> </ul>	<ul style="list-style-type: none"> <li>compose personal narratives or autobiographical sketches</li> </ul>	<ul style="list-style-type: none"> <li>produce pieces that make personal connections or integrate personal experiences with literature (such as assume character’s role or relate to events)</li> </ul>

**ELP Standards – WIDA (Large Scale)**

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>1. Demonstrate effective listening.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. demonstrates comprehension of oral presentations and instructions through yes/no answers (e.g. nodding, gestures).</li> <li>b. responds to questions using simple words and phrases about simple texts (e.g. yes/no).</li> <li>c. identifies key details using short verbal and nonverbal responses from an oral prompt.</li> <li>d. responds independently and appropriately to common social greetings and simple repetitive phrases (e.g. Good morning, How are you? etc.).</li> <li>e. follows basic classroom directions.</li> </ul>	<ul style="list-style-type: none"> <li>• TPR</li> <li>• Role plays</li> <li>• Picture matching exercises</li> <li>• Checklists</li> <li>• Observations (Manipulatives)</li> <li>• Games</li> <li>• Manipulatives and handouts</li> <li>• Daily News</li> <li>• Direct question/answer</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings                      Communication Arts: Speaking/Listening</p>		
<p><b>2. Expand and apply vocabulary.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. produces simple vocabulary to communicate basic needs in social and academic settings (e.g. name, address, date of birth, phone number, locations, greetings, classroom objects).</li> <li>b. creates and uses a simple picture dictionary of words frequently used by the student.</li> <li>c. recognizes antonyms and synonyms (e.g. big/large, hot/cold).</li> <li>d. demonstrates comprehension by using more complex sentence responses from <u>targeted content areas</u>.</li> <li>e. applies independently in new situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Picture matching exercises</li> <li>• Observations</li> <li>• Role plays</li> <li>• Games</li> <li>• Personal dictionary</li> <li>• Checklists</li> <li>• Picture pattern books</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings                      Communication Arts: Language Study</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>3. Use appropriate oral language conventions.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. begins to speak with a few words or sentences using a few standard English grammatical forms and sounds.</li> <li>b. asks and answers questions using phrases or simple sentences.</li> <li>c. retells stories written and oral using appropriate gestures, expressions, and illustrative objects.</li> <li>d. communicates in oral form basic needs and desires.</li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Role plays, dramatic &amp; props</li> <li>• Games</li> <li>• Observations</li> <li>• Written assignments</li> <li>• Oral retelling</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings                      Communication Arts: Language Study</p>		
<p><b>4. Demonstrate formal, informal, and dramatic presentation skills.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. negotiates and manages interactions to accomplish tasks with students and adults.</li> <li>b. responds to a teacher’s informal social conversation.</li> <li>c. initiates conversation independently and participates voluntarily in classroom discussion.</li> <li>d. asks occasionally for clarification and assistance with a task.</li> <li>e. expresses likes, dislikes, and needs with proper intonation with modeling.</li> <li>f. uses appropriate body language and facial expressions.</li> <li>g. speaks with clarity and volume.</li> <li>h. demonstrates a number of social skills</li> </ul>	<ul style="list-style-type: none"> <li>• Team assignments</li> <li>• Observations</li> <li>• Oral presentations</li> <li>• Games</li> <li>• Checklist</li> <li>• Choral reading (chants, poems, and songs)</li> <li>• Newcomer Oral Proficiency Assessment</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings; English to Achieve Academically in all Content Areas                      Communication Arts: Speaking/Listening</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>5. Demonstrate use of reading/ study skills and strategies.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. recognizes and correctly pronounces most English phonemes while reading aloud.</li> <li>b. recognizes most English morphemes in phrases and simple sentences.</li> <li>c. recognizes and uses basic sight words.</li> <li>d. recognizes and uses classroom vocabulary.</li> <li>e. demonstrates 1:1, left to right, components of a book – title, etc. (concepts of print).</li> <li>f. uses knowledge of sentence and word structure, cognates, visual images, rhyming word families, and context clues to understand familiar words and clarify passages of text.</li> <li>g. predicts and makes connections with printed materials.</li> <li>h. reads basic pattern books.</li> <li>i. uses dictionary skills.</li> <li>j. uses reading strategies – predicting, summarizing, making connections and inferences, and self-questioning.</li> </ul>	<ul style="list-style-type: none"> <li>• Observation of making words</li> <li>• Checklist</li> <li>• Graphic organizers</li> <li>• Pattern books</li> <li>• Reading log</li> <li>• District CA assessments</li> <li>• Benchmark levels</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings; English to Achieve Academically in all Content Areas                      Communication Arts: Reading/Literature</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>6. Demonstrate comprehension through analysis of various text structures.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. responds orally and in written form to stories read to the student using physical actions, pictures and other means of non-verbal communication.</li> <li>b. reads and orally responds to simple text by answering factual comprehension questions using key words or phrases.</li> <li>c. identifies orally relationship between simple text read to them and their own experience using key words or phrases.</li> <li>d. understands and follows simple multi-step oral directions of classroom or work-related activities.</li> <li>e. compares and contrasts stories.</li> <li>f. comprehends reading passages using reading strategies like:                             <ul style="list-style-type: none"> <li>• activating prior knowledge</li> <li>• establishing purpose</li> <li>• self-correcting</li> <li>• self-monitoring</li> <li>• re-reading.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Observation</li> <li>• Role play</li> <li>• Reading log</li> <li>• TPR</li> <li>• Modified running record</li> <li>• Benchmark level</li> <li>• Picture drawing identifying characters and settings or a story map w/ problem and solution.</li> <li>• Graphic organizers</li> <li>• Re-telling</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings; English to Achieve Academically in all Content Areas                      Communication Arts: Reading/Literature</p>		
<p><b>7. Explore reading/literature for enjoyment.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. reads independently simple literary text or with aid of tape/CD.</li> <li>b. responds to a variety of literary genres.</li> <li>c. becomes familiar with the library and checks out a book.</li> <li>d. shares favorite books with other students in a variety of ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Mini book talks</li> <li>• Book check out</li> <li>• Reading log</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings; English in Socially and Culturally Appropriate Ways                      Communication Arts: Reading/Literature</p>		



Course Objectives	Performance Indicators	Classroom Assessments
<p><b>8. Use media and technology for a variety of purposes.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. identifies orally local specific information and types of media by name (e.g. magazine, newspaper)</li> <li>b. masters basic computer skills and basic searching the Internet computer knowledge.</li> <li>c. uses keyboarding skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Checklists</li> <li>• Word processed document</li> <li>• Picture matching exercises</li> <li>• Email buddies</li> <li>• Type to Learn</li> <li>• Find and locate topic</li> <li>• Inspiration</li> <li>• Leapfrog</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English to Achieve Academically in all Content Areas                      Communication Arts: Media/Technology</p>		
<p><b>9. Use the writing process.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. organizes and records expository information in response to pictures, lists, charts, and tables in literature and content areas.</li> <li>b. creates simple sentences or phrases independently.</li> <li>c. writes a paragraph with some standard grammatical forms and tenses.</li> <li>d. applies the writing process.                             <ul style="list-style-type: none"> <li>1) oral rehearsing</li> <li>2) pre-writing</li> <li>3) drafting</li> <li>4) revising (teacher-directed for specific targeted features)</li> <li>5) editing (teacher-directed)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Inspiration software w/group</li> <li>• Labeling</li> <li>• Writing checklist</li> <li>• Graphic Organizers</li> <li>• Observations</li> <li>• Written work</li> <li>• Writers Workshop</li> <li>• District Writing Assessment</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English in Social Settings; English to Achieve Academically in all Content Areas                      Communication Arts: Writing</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p><b>10. Use appropriate written conventions and a variety of genres.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. writes brief narrative using paragraphs including a topic sentence and supporting details, capitalization and punctuation, verb tense, and parts of speech.</li> <li>b. completes standard forms with basic information (i.e. Middle School Application, etc.).</li> <li>c. writes a friendly letter and addresses an envelope.</li> <li>d. creates poetry.</li> <li>e. writes basic, patterned books.</li> <li>f. produces English alphabet independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Inspiration software</li> <li>• Labeling</li> <li>• Writing Checklist</li> <li>• Graphic Organizers (HWC)</li> <li>• Observations</li> <li>• Written work (journaling)</li> <li>• Student-created books</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English to Achieve Academically in all Content Areas                      Communication Arts: Writing</p>		
<p><b>11. Use the research process.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. completes a guided basic search on a given familiar topic.</li> <li>b. uses visual features( e.g. headings and bold face print) and text structures to locate information.</li> <li>c. gathers information form a variety of sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral or written presentation</li> <li>• Observations</li> <li>• Checklist</li> <li>• Internet research</li> <li>• Library skills</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English to Achieve Academically in all Content Areas                      Communication Arts: Research</p>		
<p><b>12. Develop media literacy skills.</b></p>	<p><b>Performance will be satisfactory when the student:</b></p> <ul style="list-style-type: none"> <li>a. understands school information presented on TV and radio (e.g. school closure).</li> <li>b. identifies newspaper sections and magazines</li> <li>c. uses ads and coupons, locating cost.</li> </ul>	<ul style="list-style-type: none"> <li>• Observations</li> <li>• Checklist</li> </ul>
<p><b>Above objective aligned with AASD standards:</b>                      ELL/Bilingual: English to Achieve Academically in all Content Areas                      Communication Arts: Media/Technology</p>		