

ELL Newcomers – Gr. K-2

Description Grades K-2 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 K-2

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| I. English in Social Settings | A. Use English to participate in social interactions.
B. Interact in, through, and with spoken and written English for personal expression and enjoyment.
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.
B. Use English to obtain, process, construct, and provide subject matter information in spoken and written form.
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.
B. Use nonverbal communication appropriate to audience, purpose, and setting.
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
Listening	<ul style="list-style-type: none"> follow along in role play activities described orally 	<ul style="list-style-type: none"> role play familiar, everyday activities described orally 	<ul style="list-style-type: none"> role play characters seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact scenes seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reenact, role play, or dramatize grade level stories that are read or seen
Speaking	<ul style="list-style-type: none"> take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes) 	<ul style="list-style-type: none"> interact in small group or paired activities 	<ul style="list-style-type: none"> converse about classroom and social activities 	<ul style="list-style-type: none"> describe and share personal experiences and school-related activities 	<ul style="list-style-type: none"> participate in and contribute to academic classroom discussions
Reading	<ul style="list-style-type: none"> follow directionality of print sequence a series of pictures to tell stories 	<ul style="list-style-type: none"> match voice to print by pointing to words match a series of pictures that tell stories with sequence words (such as first, then, last) 	<ul style="list-style-type: none"> cross-check pictures and phonics clues select titles to match a series of pictures 	<ul style="list-style-type: none"> use phonics clues to sound out words sequence sentences to tell stories 	<ul style="list-style-type: none"> predict what word or phrase comes next based on grade level text sequence short paragraphs to tell stories
Writing	<ul style="list-style-type: none"> produce icons, letters, or pictures (for wall charts or displays) 	<ul style="list-style-type: none"> produce symbols and words (for wall charts or displays) 	<ul style="list-style-type: none"> produce word patterns and pictures (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize word patterns and phrases (for wall charts or displays) 	<ul style="list-style-type: none"> produce and organize word patterns, phrases, or sentences (for wall charts or displays)

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"> match pictures to sentences read aloud 	<ul style="list-style-type: none"> order pictures of related sentences read aloud using ordinal numerals (such as first, second, last) 	<ul style="list-style-type: none"> sequence pictures of stories read aloud by beginning, middle, and end 	<ul style="list-style-type: none"> reproduce stories read aloud through a series of pictures 	<ul style="list-style-type: none"> sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings
Speaking	<ul style="list-style-type: none"> name characters or settings of stories from (wordless) picture books or short stories identify features of illustrations and photographs 	<ul style="list-style-type: none"> describe characters or settings of stories from (wordless) picture books or short stories describe features of illustrations and photographs 	<ul style="list-style-type: none"> outline plots or themes of stories from picture books or short stories predict what a story is about from visual and oral prompts 	<ul style="list-style-type: none"> narrate main events of plot sequences and state main idea from picture books or short stories predict what will happen next from oral prompts 	<ul style="list-style-type: none"> re/tell stories using story grammar from picture books or short stories state alternative endings to grade level stories from oral prompts
Reading	<ul style="list-style-type: none"> associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context 	<ul style="list-style-type: none"> match letters/ diagraphs within and across words (such as common rhyming words or word families) with pictures 	<ul style="list-style-type: none"> sort words and phrases, with visual support, into phonological or semantic categories 	<ul style="list-style-type: none"> match words and phrases with pictures or other visual support (such as graphics, charts, or visual organizers) 	<ul style="list-style-type: none"> match sentences with pictures or other visual support (such as graphics, charts, or visual organizers)
Writing	<ul style="list-style-type: none"> draw pictures in sequential order in response to stories read orally 	<ul style="list-style-type: none"> produce pictures and words to depict sequence in stories 	<ul style="list-style-type: none"> produce phrases in sequential order to relate a series of events in stories 	<ul style="list-style-type: none"> use sequential language in sentences to relate a series of events in stories (e.g., “First.... Then...”) 	<ul style="list-style-type: none"> use language of storytelling to relate a series of events (e.g., “Once upon a time...”)

ELP Standards – WIDA (Large Scale)

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

Course Objectives	Performance Indicators	Classroom Assessments
<p>3. Use appropriate oral language conventions.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. begins to speak with a few words or sentences using a few standard English grammatical forms and sounds. b. asks and answers questions using phrases or simple sentences. c. retells stories using appropriate gestures, expressions, and illustrative objects. d. communicates in oral form basic needs and desires. 	<ul style="list-style-type: none"> • Checklists • Role plays • Games • Observations • Written assignments • Oral retelling
<p>Above objective aligned with AASD standards: ELL/Bilingual: English in Social Settings Communication Arts: Language Study</p>		
<p>4. Demonstrate formal, informal, and dramatic presentation skills.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. negotiates and manages interactions to accomplish tasks with students and adults. b. responds to a teacher’s informal social conversation. c. asks occasionally for clarification and assistance with a task. d. expresses likes, dislikes, and needs with proper intonation with modeling. e. uses appropriate body language and facial expressions. f. demonstrates social skills (e.g. please, thank you, etc.) 	<ul style="list-style-type: none"> • Observations • Oral presentations • Games • Demonstrations (social skills) • Choral reading (chants, poems, and songs)
<p>Above objective aligned with AASD standards: 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>5. Use emergent literary skills.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. draws a picture using details. b. copies the English alphabet legibly. c. produces English alphabet independently. d. copies words posted and commonly used in the classroom. e. writes his/her whole name. f. identifies concepts of print. 	<ul style="list-style-type: none"> • Self-portrait drawing • Student sample collection • Tri-fold (Kindergarten) • Observations
<p>Above objective aligned with AASD standards: ELL/Bilingual: English to Achieve Academically in all Content Areas Communication Arts: Reading, Writing</p>		
<p>6. Demonstrate use of reading/study skills and strategies.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. recognizes and correctly pronounces most English phonemes while reading aloud. b. recognizes most English morphemes in phrases and simple sentences. c. recognizes and uses basic sight words. d. recognizes and uses basic vocabulary. e. 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. f. predicts and makes connections with printed materials. 	<ul style="list-style-type: none"> • Checklist • Modified running record • Benchmark levels • District CA assessments • Graphic organizers
<p>Above objective aligned with AASD standards: 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>7. Demonstrate comprehension through analysis of various text structures.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. responds orally and in written form to stories read to the student using physical actions, pictures and other means of non-verbal communication. b. reads and orally responds to simple text by answering factual comprehension questions using key words or phrases. c. identifies orally the relationship between simple text read to them and their own experience using key words or phrases. d. understands and follows simple multi-step oral directions of classroom or work-related activities. 	<ul style="list-style-type: none"> • Checklists • Modified running record • TPR • Benchmark level • District CA assessments • Picture drawing identifying characters and settings or a story map w/ problem and solution. • Graphic organizers • Re-telling
<p>Above objective aligned with AASD standards: ELL/Bilingual: English in Social Settings; English to Achieve Academically in all Content Areas Communication Arts: Reading/Literature</p>		
<p>8. Explore reading/literature for enjoyment.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. reads independently simple literary text or with aid of tape/CD. b. responds to a variety of literary genres. c. becomes familiar with the library and checks out a book d. shares favorite books with other students 	<ul style="list-style-type: none"> • Observations • Surveys – Self Assessments • Mini book talks • Book check out
<p>Above objective aligned with AASD standards: ELL/Bilingual: English in Social Settings; English in Socially and Culturally Appropriate Ways Communication Arts: Reading/Literature</p>		
<p>9. Use media and technology for a variety of purposes.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. identifies orally types of media by name (e.g. magazine, newspaper) b. masters basic computer skills and basic computer knowledge. 	<ul style="list-style-type: none"> • Observations • Checklists • Drawing with labels • Leapfrog
<p>Above objective aligned with AASD standards: ELL/Bilingual: English to Achieve Academically in all Content Areas Communication Arts: Media/Technology</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>10. Use the writing process.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. organizes and records expository information in response to pictures, lists, charts, and tables in literature and content areas. b. creates simple sentences or phrases with some assistance. c. writes a paragraph with a few standard grammatical forms. d. applies the writing process <ol style="list-style-type: none"> 1) oral rehearsing (only Gr. 1-2) 2) prewriting (only Gr. 1-2) 3) drafting (only Gr. 1-2) 4) revising (teacher-directed for specific targeted features) 5) editing (teacher-directed for specific targeted features) 6) publishing 	<ul style="list-style-type: none"> • Labeling • Graphic Organizers • Observations • Written work • District writing assessment
<p>Above objective aligned with AASD standards: ELL/Bilingual: English in Social Settings; English to Achieve Academically in all Content Areas Communication Arts: Writing</p>		
<p>11. Use appropriate written conventions and a variety of genres.</p>	<p>Performance will be satisfactory when the student:</p> <ol style="list-style-type: none"> a. writes brief narrative using a few simple sentences that includes capitalization and punctuation. b. writes brief narrative using a few simple sentences including a topic sentence and supporting details that includes capitalization and punctuation. (only Gr. 1-2) 	<ul style="list-style-type: none"> • Labeling • Graphic Organizers • Observations • Written work (journaling)
<p>Above objective aligned with AASD standards: ELL/Bilingual: English to Achieve Academically in all Content Areas Communication Arts: Writing</p>		

Course Objectives	Performance Indicators	Classroom Assessments
<p>12. Use the research process.</p>	<p>Performance will be satisfactory when the student:</p> <ul style="list-style-type: none"> a. completes a guided search with teacher-selected materials. b. uses visual features(e.g. headings and bold face print) and text structures to locate information. 	<ul style="list-style-type: none"> • Oral or written presentation • Observations
<p>Above objective aligned with AASD standards: ELL/Bilingual: English to Achieve Academically in all Content Areas Communication Arts: Research</p>		