

Course Title:	ESOL I
Course Description:	<p>ESOL 1 is designed as an introductory course to provide students with coping skills and cultural information to help them understand the contexts of language use. Students are taught how to function in a limited way in English to meet their immediate needs. They perform basic language functions, such as naming and asking for things, using polite expressions, expressing personal information, and giving directions. They acquire the most common vocabulary for everyday life, understand short conversations containing common words and phrases, picking out and responding to elements important to the meaning. Students will be able to comprehend and use the basic structures of English including simple tenses, nouns, adjectives. They perform simple writing functions, such as filling out a form, and learn paragraph structure and organization.</p>
Grade Level Target:	ELs in grades 9-12 on WIDA Proficiency Level PL 1.0-1.9
Credits earned: (1)	ELs in grade 8 on WIDA Proficiency Level PL 1.0-1.9
Course Sequence and pre-requisites:	WIDA Proficiency Level PL 1.0-1.9

ESOL 1- Unit 1 Suggested Pacing- 5 weeks	Beginnings: Welcome to School
Essential Questions: Objectives: Performance Descriptors:	At the given level of English language proficiency, English language learners will process, understand, produce, or use: <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-, choice, or yes/no questions, or statements with sensory, graphic, or interactive support • Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
Can Do Statements:	<p>Listening: I can point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally. I can match everyday oral information to pictures, diagrams, or photographs. I can group visuals by common traits named orally (e.g., “These are polygons.”). I can identify resources, places, products, figures from oral statements, and visuals</p> <p>Speaking: I can answer yes/no or choice questions within context of lessons or personal experiences. I can provide identifying information about self. I can name everyday objects and pre-taught vocabulary. I can repeat words, short phrases, and memorize chunks of language</p> <p>Reading: I can match visual representations to words/phrases. I can read everyday signs, symbols, schedules, and school-related words/phrases. I can respond to WH- questions related to illustrated text. I can use references (e.g., picture dictionaries, bilingual glossaries, technology)</p> <p>Writing: I can label content-related diagrams, pictures from word/phrase banks. I can provide personal information on forms read orally. I can produce short answer responses to oral questions with visual support. I can supply missing words in short sentences</p>
Structure/Vocabulary:	<p>Building high-frequency academic vocabulary is essential. However, in choosing lists and activities, understanding that developing vocabulary in context to the unit and the ways in which students will use it is paramount.</p> <p>E.g.: Name, Birthday, Address, Print, Signature, School, Classroom, Desk, Chair, Table, Pen, Pencil, Paper, Highlighter, Notebook, Binder, Book, Computer</p> <ul style="list-style-type: none"> • School supplies – pencil, pen, paper, computer, crayon/marker, highlighter, book, notebook, folder, desk, chair, board, lunch • People – teacher – different types, students, nurse, principal, bus driver, custodian/cafeteria • Classes – PE, music, art, lunch, recess, reading, writing, math, science, social studies

	<ul style="list-style-type: none"> • Places – gym, cafeteria, classroom, nurse’s office, bathroom, office, playground • Emergency – exit, fire drill, sick, hurt, • Basic commands – line up, sit down, be quiet, throw away, go to the nurse, • Basic colors and numbers
Suggested Activities: Suggested Resources: Suggested Essential Skills: Suggested Grammar Components:	<p><u>Activities/Resources:</u></p> <ul style="list-style-type: none"> • Text about “school”, Syllabus, Class schedule, Single words, Basic phrases, • Sit in assigned seat, Complete back to school sample forms, Hand in homework, • Classroom routines/expectations, Introduce self, • Describe/explain likes/dislikes (school subjects), • School-oriented site words, School supplies and uses <p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Scan text for essential info and use visual cues (bold, italic, underline, etc.), • Copy info from media, Complete forms read orally w/identifying info, • Produce facts about self, following instructions with L1 support, • State school-related preferences from visuals, • Identify common objects • Carry out requests from peers or teachers (e.g., “Hand in your homework.”) with L1 support <p><u>Grammatical Components:</u> It is important to spend some time covering basic grammatical components, and their functions, early on. Many students will identify that these represent commonalities to their L1, and eventually a way to analyze and synthesize English. It is important to note that small amounts of repeated and strategic grammar are far superior to any amount of grammar that is circumstantial and unpracticed.</p> <p>Introduce Basic Parts of Speech: Nouns and Verbs with L1 support (i.e., sustantivos y verbos).</p>

ESOL 1- Unit 2 Suggested Pacing- 6 weeks	Identity: Who am I?
Essential Questions: Objectives:	<p>At the given level of English language proficiency English language learners will process, understand, produce, or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas

Performance Descriptors:	<ul style="list-style-type: none"> Words, phrases, or chunks of language when presented with one-step commands, directions, WH-choice, or yes/no questions, or statements with sensory, graphic, or interactive support Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
Can Do Statements:	<p>Listening: I can point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally. I can match everyday oral information to pictures, diagrams, or photographs. I can group visuals by common traits named orally (e.g., “These are polygons.”). I can identify resources, places, products, figures from oral statements, and visuals</p> <p>Speaking: I can answer yes/no or choice questions within context of lessons or personal experiences. I can provide identifying information about self. I can name everyday objects and pre-taught vocabulary. I can repeat words, short phrases, and memorize chunks of language</p> <p>Reading: I can match visual representations to words/phrases. I can read everyday signs, symbols, schedules, and school-related words/phrases. I can respond to WH- questions related to illustrated text. I can use references (e.g., picture dictionaries, bilingual glossaries, technology)</p> <p>Writing: I can label content-related diagrams, pictures from word/phrase banks. I can provide personal information on forms read orally. I can produce short answer responses to oral questions with visual support. I can supply missing words in short sentences</p>
Structure/Vocabulary:	<p>In some cases, the choice, order, and operation of vocabulary is NOT OPTIONAL. Obviously, we do not teach, “I is...” as formal/correct English. Nevertheless, when choosing vocabulary for a grammar focused lesson, the activity must be well planned and highly accessible to the student.</p> <ul style="list-style-type: none"> Eyes, nose, ears, mouth, hair, arm, leg, stomach, hand, foot, back, behind, fingers, toes, tongue, teeth, shoulder, elbow, knee 5 senses & corresponding body parts Use for each body part (eye – see, etc. – correlate to school to narrow focus) Mom, dad, parents. brother, sister, grandmother, grandfather, aunt, uncle, cousin Name – My name is/please call me Family name/last name Nicknames/pronunciation <p>E.g.: “I am...”, “He, She, It is...”, “We are...”, “I like...” “I/we come from...”</p>
Suggested Activities:	<p><u>Activities/Resources:</u></p> <ul style="list-style-type: none"> Answer questions (single word, small phrase, and 2–4-word simple sentence responses) using pre-taught vocabulary, sentence stems, and assistance from the L1: “Where do you/your family come from?”, “What are my talents and interests?”, “What groups are you a member of?” (school, family, sports, clubs)

Suggested Resources: Suggested Essential Skills: Suggested Grammar Components:	<ul style="list-style-type: none"> • Create a visual/physical representation of self, using a paper bag, cutouts from paper-based materials, and or other visual materials. Have students share in pairs or small groups, their “Paper Bag Selves” using single word, small phrase, and 2–4-word simple sentence responses, pre-taught vocabulary, sentence stems, and assistance from the L1. <p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Define the word identity and identify various factors that shape students’ identity, students interacting verbally with other students that do not speak their L1 (pairs and small groups), create visuals, word lists, small phrases, and 2–4-word simple sentences that represent themselves <p><u>Grammar Components:</u></p> <ul style="list-style-type: none"> • Simple Past and Present Verbs (ed, d, t sounds), • The Verb “to be” (is, am, are, was, were), • Basic Personal Pronouns
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ESOL 1- Unit 3	Enjoyment: Food, Fun, and Entertainment
Suggested Pacing- 6 weeks	
Essential Questions: Objectives: Performance Descriptors:	<p>At the given level of English language proficiency English language learners will process, understand, produce, or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-choice, or yes/no questions, or statements with sensory, graphic, or interactive support • Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
Can Do Statements:	<p>Listening: I can point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally. I can match everyday oral information to pictures, diagrams, or photographs. I can group visuals by common traits named orally (e.g., “These are polygons.”). I can identify resources, places, products, figures from oral statements, and visuals</p> <p>Speaking: I can answer yes/no or choice questions within context of lessons or personal experiences. I can provide identifying information about self. I can name everyday objects and pre-taught vocabulary. I can repeat words, short phrases, and memorize chunks of language</p> <p>Reading: I can match visual representations to words/phrases. I can read everyday signs, symbols, schedules, and school-related words/phrases. I can respond to WH- questions related to illustrated text. I can use references (e.g., picture dictionaries, bilingual glossaries, technology)</p>

	<p>Writing: I can label content-related diagrams, pictures from word/phrase banks. I can provide personal information on forms read orally. I can produce short answer responses to oral questions with visual support. I can supply missing words in short sentences</p>
Structure/Vocabulary:	<p>While selecting words for context to content, be sure to consider grammatical components. If doing a question-and-answer activity, learning/reviewing WH- words is important. In this unit, the teacher might take the opportunity to teach verbs that are closely associated with food.</p> <ul style="list-style-type: none"> • E.g.: Select foods in each group: Vegetables, Fruits, Meat, Dairy, Fats/oils, Grains; Provide list of local Grocery stores • Food verbs: Store, Whisk, Cook, Chill, Dice • Stores and restaurants: Breakfast, Lunch, Dinner/Supper; Question words: Who, What, Where, When, Why, How (much/many)? • Money – dollars and cents, bills and coins • How much is it? How much does it cost?
<p>Suggested Activities:</p> <p>Suggested Resources:</p> <p>Suggested Essential Skills:</p> <p>Suggested Grammar Components:</p>	<p><u>Activities/Resources:</u></p> <ul style="list-style-type: none"> • Classify foods from realia, magazines or newspapers following oral directions, • Match prices to goods using visually supported materials and oral questions, • Answer WH- questions (single word, small phrase responses) that express likes and dislikes from visuals • Locate information in visually supported text on leisure activities, • Copy/List points of information from resources (menu, advertisement, etc.) • Play simple games that build prescribed vocabulary (Uno, War, Spot It) ... <p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Name foods from the food pyramid, • Collect vocabulary from grocery advertisements, food/product commercials, restaurant menus, • Create a shopping list, • Label food and entertainment activities, • Group food by common traits named orally, • Identify resources, places, and products from oral statements and visuals, • Ask how much something costs, State food/entertainment preferences <p><u>Grammar Components:</u> It is always important to understand your learners and groups thoroughly and make accommodations and differentiations. Therefore, after spending some time focusing on grammar, try to assess if this approach is right for the individual student. Know that some language learners do not respond positively to systemic approaches to second language acquisition.</p> <p>For students well-established in the first level Can Do's, and showing progress, now is a good time to solidly review all previous grammar lessons before we introduce simple sentence structure.</p>

ESOL 1- Unit 4 Suggested Pacing- 5 weeks	Community: About Town
Essential Questions: Objectives: Performance Descriptors:	<p>At the given level of English language proficiency, English language learners will process, understand, produce, or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-choice, or yes/no questions, or statements with sensory, graphic, or interactive support • Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
Can Do Statements:	<p>Listening: I can point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally. I can match everyday oral information to pictures, diagrams, or photographs. I can group visuals by common traits named orally (e.g., “These are polygons.”). I can identify resources, places, products, figures from oral statements, and visuals</p> <p>Speaking: I can answer yes/no or choice questions within context of lessons or personal experiences. I can provide identifying information about self. I can name everyday objects and pre-taught vocabulary. I can repeat words, short phrases, and memorize chunks of language</p> <p>Reading: I can match visual representations to words/phrases. I can read everyday signs, symbols, schedules, and school-related words/phrases. I can respond to WH- questions related to illustrated text. I can use references (e.g., picture dictionaries, bilingual glossaries, technology)</p> <p>Writing: I can label content-related diagrams, pictures from word/phrase banks. I can provide personal information on forms read orally. I can produce short answer responses to oral questions with visual support. I can supply missing words in short sentences</p>
Structure/Vocabulary:	<p>Again, developing vocabulary is the cornerstone of early EL learning. Have a detailed plan for the instruction of vocabulary in each unit before all else.</p> <ul style="list-style-type: none"> • Students match pictures with the given words. • Have students check their answers in pairs and then check as a whole class. • Focus on the list of the places and read them as a whole class. • Drill the difficult words while modeling corrections in pronunciation.

<p>Suggested Activities:</p> <p>Suggested Resources:</p> <p>Suggested Essential Skills:</p> <p>Suggested Grammar Components:</p>	<p><u>Activities/Resources:</u></p> <ul style="list-style-type: none"> • Name/match/order...common places in a small town or community using visual representations (Market, Restaurant, Fire Station, School, Auto-Mechanic, etc.), • Have students draw their favorite place in town and create a list of words that details and/or describes, “Why is it your favorite place?” using an online dictionary, • Using a local map of your city (or ask students to open Google maps for some cities, e.g. Barcelona, Rome, London, etc.). • In small groups or pairs, students make lists of descriptive words based on what they can see on the map. Assign a lesson using a free computer-based resource, i.e., an article about community service and/or civics from News ELA or a lesson from Khan Academy <p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Using technology, internet, and library resources to build vocabulary and translate <p><u>Grammar Components:</u></p> <ul style="list-style-type: none"> • Basic Parts of Speech: Nouns, Verbs, • Counting Syllables, • Adjectives
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<p>ESOL 1- Unit 5</p> <p>Suggested Pacing- 5 weeks</p>	<p>Places: Explore our World</p>
<p>Essential Questions:</p> <p>Objectives:</p> <p>Performance Descriptors:</p>	<p>At the given level of English language proficiency English language learners will process, understand, produce, or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-choice, or yes/no questions, or statements with sensory, graphic, or interactive support • Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
<p>Can Do Statements:</p>	<p>Listening: I can point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally. I can match everyday oral information to pictures, diagrams, or photographs. I can group visuals by common traits named orally (e.g., “These are polygons.”). I can identify resources, places, products, figures from oral statements, and visuals</p> <p>Speaking: I can answer yes/no or choice questions within context of lessons or personal experiences. I can provide identifying information about self. I can name everyday objects and pre-taught vocabulary. I can repeat words, short phrases, and memorize chunks of language</p>

	<p>Reading: I can match visual representations to words/phrases. I can read everyday signs, symbols, schedules, and school-related words/phrases. I can respond to WH- questions related to illustrated text. I can use references (e.g., picture dictionaries, bilingual glossaries, technology)</p> <p>Writing: I can label content-related diagrams, pictures from word/phrase banks. I can provide personal information on forms read orally. I can produce short answer responses to oral questions with visual support. I can supply missing words in short sentences</p>
Structure/Vocabulary:	<p>Challenging students with large amounts of vocabulary in a single unit is not something to avoid entirely. However, if you present more than 20 words in a unit, it is highly recommended that you also teach and monitor note taking techniques.</p> <ul style="list-style-type: none"> • Seasons/temperatures: Winter, Spring, Summer, Fall/Autumn, Cold, Warm, Hot, Cool • Weather/clothing: Snowy/Snowing – boots, coat, hat, scarf, gloves; Sunny – sunglasses, shorts, t-shirt, bathing suit, sandals; Rainy/Raining – umbrella, rain jacket; Icy, Windy, Cloudy, Stormy; • Natural disasters: Tornado, Earthquake, Flood, Draught, Hurricane; • Continents and Oceans: North America, South America, Europe, Asia, Africa, Antarctica, Australia, Pacific, Indian, Atlantic, Arctic, Southern
<p>Suggested Activities:</p> <p>Suggested Resources:</p> <p>Suggested Essential Skills:</p> <p>Suggested Grammar Components:</p>	<p><u>Activities/Resources:</u></p> <ul style="list-style-type: none"> • Identify locations of land and water masses on maps based on oral statements (maps), • Offer information on temperature and weather from charts/reports, • Chart information and respond to questions based on graphic support (disasters), • Describe weather preferences by drawing and labeling a picture (season, weather, clothing) <p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Identify natural disasters, • Give weather reports, • Identify famous landmarks and people of a target culture, • Label continents and oceans, • Label English-speaking countries, Sort weather-specific clothing with the seasons, • Match oral descriptions with pictures /maps (weather, geographical forms), • Describe seasons, • Tell preferences about weather <p><u>Grammar Components:</u></p> <p>Introducing the concept of questions and answers is a crucial part of early language development; nevertheless, it is important to avoid grammar lessons that involve constructing simple sentences too early. Thus, question and answer activities should be limited to the listening and speaking domains.</p>

	Review Basic Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs / Expand Specific Parts of Speech: “Yes” and “No” as Adverbs
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ESOL 1- Unit 6 Suggested Pacing- 5 weeks	Changes: Movement and Migration
Essential Questions: Objectives: Performance Descriptors:	At the given level of English language proficiency, English language learners will process, understand, produce, or use: <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-choice, or yes/no questions, or statements with sensory, graphic, or interactive support • Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
Can Do Statements:	<p>Listening: I can point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally. I can match everyday oral information to pictures, diagrams, or photographs. I can group visuals by common traits named orally (e.g., “These are polygons.”). I can identify resources, places, products, figures from oral statements, and visuals</p> <p>Speaking: I can answer yes/no or choice questions within context of lessons or personal experiences. I can provide identifying information about self. I can name everyday objects and pre-taught vocabulary. I can repeat words, short phrases, and memorize chunks of language</p> <p>Reading: I can match visual representations to words/phrases. I can read everyday signs, symbols, schedules, and school-related words/phrases. I can respond to WH- questions related to illustrated text. I can use references (e.g., picture dictionaries, bilingual glossaries, technology)</p> <p>Writing: I can label content-related diagrams, pictures from word/phrase banks. I can provide personal information on forms read orally. I can produce short answer responses to oral questions with visual support. I can supply missing words in short sentences</p>
Structure/Vocabulary:	<ul style="list-style-type: none"> • Students start to understand the importance of building their own vocabulary is extremely important. • Student word journals, student-generated word walls, word hunts in listening and reading activities, and teaching various note-taking techniques, are all opportunities for student engagement in their own vocabulary development. • Pets – dog, cat, bird, snake, fish, lizard, hamster • Around the area – squirrel, deer, raccoon, fox, duck, goose, frog, turtle • Farm – cow, pig, sheep, horse, chicken/rooster, goat, • Zoo – elephant, lion, tiger, giraffe, monkey, bear, zebra, penguin, alligator

	<ul style="list-style-type: none"> • Aquatic – fish, whale, octopus, shark, crab, lobster, dolphin • Verbs – fly, walk, run, swim, dive, move, migrate
Suggested Activities: Suggested Resources: Suggested Essential Skills: Suggested Grammar Components:	<p><u>Activities/Resources:</u></p> <ul style="list-style-type: none"> • Have students collect key vocabulary about movement/migration from leveled listening and/or readings, • Generate word lists that detail and describe their own movement/migration process, • Identify reasons for the movement/migration process, • Locate information in visually supported text on movement/migration activities of animals in the wild, • Explain why (single word, small phrase responses) animals in the wild migrate, • Identify key action verbs that detail the movement of people and objects. • Create a visual representation, with key vocabulary, that details the students’ “Plans for the future...” <p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Choose words that explain, detail, and describe reasons for movement and migration. • Identify social studies main ideas and supporting details, using single words and small phrases. • Analyze sources for key vocabulary that relate to factors, causes, or related concepts of change <p><u>Grammar Components:</u></p> <ul style="list-style-type: none"> • Promoting the use of complete sentences in all responses is vital at this point; students often prefer to maintain single word responses. • Regardless, it is important to reinforce the idea that all people typically read, write, listen, speak, and think in complete sentences. <p>A comprehensive formative/interim assessment of all previously taught grammar is important. Review/reteach for common or lingering mistakes.</p>

ESOL 1- Unit 7 Suggested Pacing- 6 weeks	Processes: Mapping Thoughts, Sequences, and Patterns
Essential Questions: Objectives: Performance Descriptors:	<p>At the given level of English language proficiency, English language learners will process, understand, produce, or use:</p> <ul style="list-style-type: none"> • Pictorial or graphic representation of the language of the content areas • Words, phrases, or chunks of language when presented with one-step commands, directions, WH-choice, or yes/no questions, or statements with sensory, graphic, or interactive support • Oral language with phonological, syntactic, or semantic errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements with sensory, graphic, or interactive support
Can Do Statements:	Listening: I can point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally. I can match everyday oral information to pictures, diagrams, or photographs. I

	<p>can group visuals by common traits named orally (e.g., “These are polygons.”). I can identify resources, places, products, figures from oral statements, and visuals</p> <p>Speaking: I can answer yes/no or choice questions within context of lessons or personal experiences. I can provide identifying information about self. I can name everyday objects and pre-taught vocabulary. I can repeat words, short phrases, and memorize chunks of language</p> <p>Reading: I can match visual representations to words/phrases. I can read everyday signs, symbols, schedules, and school-related words/phrases. I can respond to WH- questions related to illustrated text. I can use references (e.g., picture dictionaries, bilingual glossaries, technology)</p> <p>Writing: I can label content-related diagrams, pictures from word/phrase banks. I can provide personal information on forms read orally. I can produce short answer responses to oral questions with visual support. I can supply missing words in short sentences</p>
Structure/Vocabulary:	<p>Collecting, reviewing, and reteaching content vocabulary specific to students’ needs and content teacher expectations is not uncommon.</p> <p>It is highly recommended that the EL teacher connects with the content teacher to discuss requirements and expectations appropriate for EL individuals and groups.</p> <ul style="list-style-type: none"> • Basic geometrical shapes: square, rectangle, triangle, circle, oval, heart, diamond, line, point • Basic math vocabulary: plus, minus, times, divided by, equals • Sequence: First, Second, Next, Then, Finally, Pattern • Process: more, less, larger, smaller, longer, shorter
<p>Suggested Activities:</p> <p>Suggested Resources:</p> <p>Suggested Essential Skills:</p> <p>Suggested Grammar Components:</p>	<p><u>Activities/Resources:</u></p> <ul style="list-style-type: none"> • Identify components of food chains or life cycles from diagrams or graphic organizers, • Label a diagram of a cycle/process from a content class with pre-taught vocabulary, • Group students by subject according to common content about a process they might be learning about (may need to collaborate with content teacher) <p><u>Essential Skills:</u></p> <ul style="list-style-type: none"> • Sequence pictures of a process in the correct order given a simple written/oral description with support for the L1. • Correctly label diagrams of a process with the correct sequencing word. • Correctly generate and/or utilize thought maps (Brainstorm/Bubble, Step-by-Step, Venn Diagram, etc.) using single words and small phrases. <p><u>Grammar Components:</u></p> <p>Many languages do not involve the concept of articles.</p> <p>Accordingly, this can be a difficult skill for even the advanced second language student to acquire.</p>

	<p>Conversely, some languages have a more complex system of articles than English. This can equally be a problem for the English Language learner. Accordingly, it is important to introduce this concept; however, a lack of mastery almost never impedes the learner's ability to convey meaning in a sentence.</p> <p>Basic concepts of the clause (Independent v. Dependent), The Simple Sentence, Vowel v. Consonant sounds. Introduce and/or refine the use of Articles (A, An, The)</p>
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