

Course Title:	ESOL II
Course Description:	<p>ESOL 2 is designed as an introductory course to provide students with coping skills and cultural information to help them understand the context 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 learning paragraph structure and organization.</p>
Grade Level Target:	ELs in grades 9-12 on WIDA Proficiency Level (PL) 2.0-2.9
Credits earned: (1)	
Course Sequence and pre-requisites:	<p>WIDA Proficiency Level (PL) 2.0-2.9</p> <p>Study Skills/ESOL I</p>

ESOL 2- Unit 1 Suggested Pacing- 5 weeks	Beginnings: Welcome to School
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"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
Can Do Statements:	<p>Listening: I can ... Match or classify oral descriptions to real-life experiences or visually represented, content-related examples. Sort oral language statements according to time frames. Sequence visuals according to oral directions</p> <p>Speaking: I can ... Describe people, places, events, or objects. Ask WH- questions to clarify meaning. Give features of content-based material (e.g., time periods). Characterize issues, situations, regions shown in illustrations</p> <p>Reading: I can ... Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs. Follow multi-step instructions supported by visuals or data. Match sentence-level descriptions to visual representations. Compare content-related features in visuals and graphics. Locate main ideas in a series of related sentences</p> <p>Writing: I can... Make content-related lists of words, phrases, or expressions. Take notes using graphic organizers or models. Formulate yes/no, choice and WH- questions from models. Correspond for social purposes (e.g., memos, e-mails, notes)</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 • Places – gym, cafeteria, classroom, nurse’s office, bathroom, office, playground

	<ul style="list-style-type: none"> • Emergency – exit, fire drill, sick, hurt, • Basic commands – line up, sit down, be quiet, throw away, go to the nurse, • Additional school supplies such as stapler, tape, clipboard, lunchbox, backpack, map, • Routine, schedule, morning work, homework, assembly, holiday • Action words such as read, write, draw, sing, run, kick, paint, (etc) in present and past tense • Additional commands/2 step directions • Review basic colors and numbers – expand vocabulary (light blue/blueish, dark green, etc)
<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"> • Discuss/write about daily routines and/or create visual schedule using a graphic organizer • Practice following directions (Take out your notebook. Put the paper in the trash) • List (orally/in writing) what you have in your backpack/desk (or a given backpack) • Introduce self to various teachers/staff members (office, custodian, etc.) • Ask and answer questions about school (oral & written) - basic questions and also using action words (with sentence frames and word bank/pictures as needed) • Describe school supplies and places around school orally and in writing (using various adjectives) • Classroom routines/expectations, Introduce self, • Describe/explain likes/dislikes (school subjects), • School-oriented site words, School supplies and uses • Vocabulary Books • Content Pictures • Text about “school”, Syllabus, Class schedule, Single words, Basic phrases, • School tour/label a school map, label classroom <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, identifying info, • Produce facts about self, following instructions with L1 support, • State school-related preferences from visuals, • Identify common objects • Follow instructions from peers or teachers (e.g., “Meet me at my locker after 7th period.”) 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>

	Introduce Basic Parts of Speech: Nouns and Verbs with L1 support (i.e., sustantivos y verbos).
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ESOL 2- Unit 2 Suggested Pacing- 6 weeks	Identity: Who am I?
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"> • general language related to the content areas • phrases or short sentences • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
Can Do Statements:	<p>Listening: I can ... Match or classify oral descriptions to real-life experiences or visually represented, content-related examples. Sort oral language statements according to time frames. Sequence visuals according to oral directions</p> <p>Speaking: I can ... Describe people, places, events, or objects. Ask WH- questions to clarify meaning. Give features of content-based material (e.g., time periods). Characterize issues, situations, regions shown in illustrations</p> <p>Reading: I can ... Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs. Follow multi-step instructions supported by visuals or data. Match sentence-level descriptions to visual representations. Compare content-related features in visuals and graphics. Locate main ideas in a series of related sentences</p> <p>Writing: I can... Make content-related lists of words, phrases, or expressions. Take notes using graphic organizers or models. Formulate yes/no, choice and WH- questions from models. Correspond for social purposes (e.g., memos, e-mails, notes)</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> <p>E.g.: “I am...”, “He, She, It is...”, “We are...”, “I like...” “I/we come from...”</p> <ul style="list-style-type: none"> • Mom, dad, parents. brother, sister, grandmother, grandfather, aunt, uncle, cousin • Name – My name is/please call me • Family name/last name • Nicknames/pronunciation

	<ul style="list-style-type: none"> • Relative, stepsibling, adopted, couple • Verbs such as live with, related to, call, remember, talk to, drive with, walk with, married to • Adjectives such as related, older, younger, favorite, distant, loving, caring, special • Shirt (long/short sleeve), pants, shorts, sweater/sweatshirt, dress, skirt, socks, shoes/boots/sandals, hat, gloves, scarf, jacket/coat, underwear, bathing suit, • What to wear for different types of weather • Relate clothing items to body part • Verbs: wear, put on/take off, buy, have • Additional items of clothing, such as sweater, sweatshirt/hoodie, sweatpants, jeans, slacks/dress pants, blouse, collar, button, zipper, belt, tie, watch, earrings, necklace, bracelet, types of shoes, • What to wear for different types of events/places, describing clothing, comparing clothing • Sizes, such as small, medium, large, big, little, long, short • Verb such as try on, shop, button, zip, • Adjectives such as dressy, casual, striped, polka dot, sequins, loose, tight, soft
<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"> • 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) • 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. • Compare clothing by color, size, purpose (such as long sleeve/short sleeve; small/large; beach/school) • List clothing worn on different parts of the body • Identify/describe what classmates are wearing • Describe (orally and in writing) different roles of family members <ul style="list-style-type: none"> • Vocabulary Books • High Frequency Word Books • Sort items of clothing by weather/color/body parts • Identify/discuss/write about daily routines • Compare/contrast family members • Label and write about clothing worn for different activities/types of weather (using pictures, word bank, sentence starter)

	<p><u><i>Essential Skills:</i></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 • Reply to a range of questions that express personal preferences from visuals <p><u><i>Grammar Components:</i></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 2- Unit 3 Suggested Pacing- 6 weeks	Enjoyment: Food, Fun, and Entertainment
Essential Questions:	At the given level of English language proficiency English language learners will process, understand, produce, or use:
Objectives:	<ul style="list-style-type: none"> • general language related to the content areas • phrases or short sentences
Performance Descriptors:	<ul style="list-style-type: none"> • oral or written language with phonological, syntactic, or semantic errors that often impede the meaning of communication when presented with one to multiple-step commands, directions, questions, or a series of statements with visual and graphic support
Can Do Statements:	<p>Listening: I can ... Match or classify oral descriptions to real-life experiences or visually represented, content-related examples. Sort oral language statements according to time frames. Sequence visuals according to oral directions</p> <p>Speaking: I can ... Describe people, places, events, or objects. Ask WH- questions to clarify meaning. Give features of content-based material (e.g., time periods). Characterize issues, situations, regions shown in illustrations</p> <p>Reading: I can ... Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs. Follow multi-step instructions supported by visuals or data. Match sentence-level descriptions to visual representations. Compare content-related features in visuals and graphics. Locate main ideas in a series of related sentences</p> <p>Writing: I can...</p>

	<p>Make content-related lists of words, phrases, or expressions. Take notes using graphic organizers or models. Formulate yes/no, choice and WH- questions from models. Correspond for social purposes (e.g., memos, e-mails, notes)</p>
<p>Structure/Vocabulary:</p>	<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? • Review money – dollars and cents, bills and coins • How much is it? How much does it cost? Cheap/cheaper, expensive/more expensive • Fruit – apple, banana, orange, strawberry, blueberry, grapes, pineapple, watermelon, peach • Vegetable – carrot, broccoli, peas, corn, potato, lettuce, onion, peppers • Meats– chicken, beef, seafood, pork • Grains – bread, pasta, rice • Snacks – pizza, chips, cookies, cake, burger, chicken nugget, nachos, PBJ • Dairy – milk, cheese, yogurt, ice cream • Drinks – juice, soda, water • Meals – breakfast, lunch, dinner • Cafeteria communication/lunch order (especially in case of allergy or advocacy for religious/dietary food needs) • Additional vocabulary such as nutrition, protein, animals, come from, energy, made from, plants, classify, energy, food pyramid • Verbs such as eat, ate, make, like, dislike, compare, • Adjectives such as spicy, sweet, salty, bitter, cold, hot, steamed
<p>Suggested Activities:</p> <p>Suggested Resources:</p> <p>Suggested Essential Skills:</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) ... • Matching activities – Understand and categorize seasonal content vocabulary words. Example includes drawing lines to match the words and pictures of food.

Suggested Grammar Components:	<ul style="list-style-type: none"> • Discuss/sort/write about foods I like/do not like • Classify foods according to food group, meal • Content Pictures Books • Vocabulary Books • Nonfiction Readers • High Frequency Word Books • Cloze reading activities with word bank • Vocabulary Bingo or Go Fish <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, • Plan/create a menu • 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>
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ESOL 2- Unit 4 Suggested Pacing- 5 weeks	Community: About Town
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 • 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

Performance Descriptors:	<ul style="list-style-type: none"> 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 ... Match or classify oral descriptions to real-life experiences or visually represented, content-related examples. Sort oral language statements according to time frames. Sequence visuals according to oral directions</p> <p>Speaking: I can ... Describe people, places, events, or objects. Ask WH- questions to clarify meaning. Give features of content-based material (e.g., time periods). Characterize issues, situations, regions shown in illustrations</p> <p>Reading: I can ... Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs. Follow multi-step instructions supported by visuals or data. Match sentence-level descriptions to visual representations. Compare content-related features in visuals and graphics. Locate main ideas in a series of related sentences</p> <p>Writing: I can... Make content-related lists of words, phrases, or expressions. Take notes using graphic organizers or models. Formulate yes/no, choice and WH- questions from models. Correspond for social purposes (e.g., memos, e-mails, notes)</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. <ul style="list-style-type: none"> Names of rooms (kitchen, bathroom, bedroom, living room) Outside – garage, yard, porch, window, door, garden, flower, grass, tree Furniture – chair, sofa, bed, pillow, table, refrigerator/freezer, sink, toilet, shower/bath, oven/stove, closet Household items – toothbrush, brush, towel, soap, plate, fork, knife, spoon, cup, bowl, toy/game, television, Verbs: sleep, eat, cook, watch, wash, bathe, brush Additional rooms such as dining room, basement, family room, office Outside places such as roof, fence, driveway, street, Furniture/household goods such as bookshelf, coffee table, dresser, microwave, freezer, pots and pans, toaster, shampoo, toothpaste, pillow, blanket/quilt, picture/photo, hanger, drawer School, home, park, library, fire station, police station, doctor’s office, hospital, store (grocery/pharmacy/specific names), restaurants (fast food/etc), church, gym Teacher, librarian, police office, firefighter, doctor, nurse, server, cashier, cook

	<ul style="list-style-type: none"> Additional Vocabulary such as waiter/ waitress, location, direction, barber, hair- dresser, hotel, construction worker
Suggested Activities: Suggested Resources: Suggested Essential Skills: Suggested Grammar Components:	<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 Know and write/ say your address - street, town, state, country Address an envelope/write and send a letter Draw and label rooms in home List/sort objects in specific rooms or for specific purposes Identify use of various objects in the home (bed-sleeping, sink-washing) Discuss/write about daily routines at home Identify signs or places in communities from oral statements and pictures, realia or field trips (e.g., “Firefighters work here.”) with a partner. State roles of community workers in pictures or illustrated scenes Cloze reading activity. Filling in the blanks with either the name of the community worker or tool they use in their job. Identify and sort different types of homes/ community locations from pictures or models using general vocabulary Draw lines to match the words and pictures of community workers and tools they use. Content Pictures- Example: <i>Content Picture Packs for Careers and Places at School</i> Nonfiction readers High Frequency Word Books Vocabulary Books Vocabulary Bingo or Go Fish <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, • Verbs such as fixes, builds, cooks, protects, treats, helps (This community helper _____.) • Adjectives such as patient, friendly, protective, brave, close, far • Prepositions, cooking words (stir, cut, bake), cleaning words (dust, mop, wash)
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ESOL 2- Unit 5 Suggested Pacing- 5 weeks	Places: Explore our World
Essential Questions:	At the given level of English language proficiency English language learners will process, understand, produce, or use:
Objectives:	<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
Performance Descriptors:	<ul style="list-style-type: none"> • 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 ... Match or classify oral descriptions to real-life experiences or visually represented, content-related examples. Sort oral language statements according to time frames. Sequence visuals according to oral directions</p> <p>Speaking: I can ... Describe people, places, events, or objects. Ask WH- questions to clarify meaning. Give features of content-based material (e.g., time periods). Characterize issues, situations, regions shown in illustrations</p> <p>Reading: I can ... Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs. Follow multi-step instructions supported by visuals or data. Match sentence-level descriptions to visual representations. Compare content-related features in visuals and graphics. Locate main ideas in a series of related sentences</p> <p>Writing: I can...</p>

	<p>Make content-related lists of words, phrases, or expressions. Take notes using graphic organizers or models. Formulate yes/no, choice and WH- questions from models. Correspond for social purposes (e.g., memos, e-mails, notes)</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 are also teaching and monitoring 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 • Day, week, month, year • How we write the date in US • Days of week • Names of months & corresponding numbers • Four seasons and months they include • How to say, read, and write someone birthdate • Holidays - those celebrated by the class such as holidays celebrated by different countries/cultures • Weather (tie into seasons, clothing) –cloud/cloudy, wind/windy, storm/thunder/lightning • Adjectives such as rainy, wet, humid, dry, arid, frigid, foggy, windy, stormy, breezy
<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,

	<ul style="list-style-type: none"> • Tell preferences about weather <p><u>Grammar Components:</u> 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> <p>Review Basic Parts of Speech: Nouns, Verbs, Adjectives, and Adverbs / Expand Specific Parts of Speech: “Yes” and “No” as Adverbs</p>
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ESOL 2- Unit 6 Suggested Pacing- 5 weeks	Changes: Movement and Migration
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 ... Match or classify oral descriptions to real-life experiences or visually represented, content-related examples. Sort oral language statements according to time frames. Sequence visuals according to oral directions</p> <p>Speaking: I can ... Describe people, places, events, or objects. Ask WH- questions to clarify meaning. Give features of content-based material (e.g., time periods). Characterize issues, situations, regions shown in illustrations</p> <p>Reading: I can ... Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs. Follow multi-step instructions supported by visuals or data. Match sentence-level descriptions to visual representations. Compare content-related features in visuals and graphics. Locate main ideas in a series of related sentences</p> <p>Writing: I can... Make content-related lists of words, phrases, or expressions. Take notes using graphic organizers or models. Formulate yes/no, choice and WH- questions from models. Correspond for social purposes (e.g., memos, e-mails, notes)</p>
Structure/Vocabulary:	<ul style="list-style-type: none"> • Students start to understand the importance of building their own vocabulary

	<ul style="list-style-type: none"> • 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 • Aquatic – fish, whale, octopus, shark, crab, lobster, dolphin • Animal features, such as: fur, scales, long-haired, short-haired, habitat, farm, zoo • Verbs such as comparing, swims, runs, eats, lives, flies, jumps • Adjectives such as large, small, four-legged, two-legged, young, old, younger, older, colorful
<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"> • Content pictures • Vocabulary Books • 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:	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 ... Match or classify oral descriptions to real-life experiences or visually represented, content-related examples. Sort oral language statements according to time frames. Sequence visuals according to oral directions</p> <p>Speaking: I can ... Describe people, places, events, or objects. Ask WH- questions to clarify meaning. Give features of content-based material (e.g., time periods). Characterize issues, situations, regions shown in illustrations</p> <p>Reading: I can ... Match data or information with its source or genre (e.g., description of element to its symbol on periodic table) Classify or organize information presented in visuals or graphs. Follow multi-step instructions supported by visuals or data. Match sentence-level descriptions to visual representations. Compare content-related features in visuals and graphics. Locate main ideas in a series of related sentences</p> <p>Writing: I can... Make content-related lists of words, phrases, or expressions. Take notes using graphic organizers or models. Formulate yes/no, choice and WH- questions from models. Correspond for social purposes (e.g., memos, e-mails, notes)</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 teachers connect with the content teacher to discuss requirements and expectations appropriate for EL individuals and groups.</p> <ul style="list-style-type: none"> • Review basic geometrical shapes: square, rectangle, triangle, circle, oval, heart, diamond, line, point, quadrilateral, hexagon, trapezoid, pentagon, • 3D shapes: cube, cylinder, sphere, pyramid, prism, cone • Review basic math vocabulary: plus, minus, times, divided by, equals • Add, subtract, division, multiplication, double, squared, square root, equation • Bar graph, diagram, table, chart, cycle, chain • Sequence: First, Second, Next, Then, Finally, Pattern • Process: more, less, larger, smaller, longer, shorter

	<ul style="list-style-type: none"> • Opposites: stop-start, give-take, buy-sell, ask-answer, true-false, enter-exit
Suggested Activities: Suggested Resources: Suggested Essential Skills: Suggested Grammar Components:	<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, • Identify components of economic processes or cycles from timelines and graphs • 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. Accordingly, this can be a difficult skill for even the advanced second language student to acquire. 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>

Literacy Considerations

- Assess students for knowledge of alphabet (oral, written, and non-sequential) and English phonemes
 - Help students master alphabet knowledge and basic phonemes
- Assess short word knowledge as needed
 - Practice short words within unit context as needed
- Incorporate literacy skills as need
 - I can match a series of pictures that tell stories with sequence words (e.g., “first,” “then,” “last”)
 - I can match examples of the same form of print
 - I can distinguish between the same and different forms of print (e.g., single letters and symbols)
 - I can demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)
 - I can match labeled pictures with those in illustrated scenes

- I can search for pictures associated with word patterns
- I can identify and interpret pre-taught labeled diagrams
- I can match voice to print by pointing to icons, letters, or illustrated words
- I can sort words into word families.
- I can identify facts and explicit messages from illustrated text
- I can find changes to root words in context
- I can find characters and settings
- I can follow visually supported written directions (e.g., “Draw a star in the sky.”)
- Incorporate Basic Writing skills as needed
 - I can connect oral language to print (e.g., language experience)
 - I can reproduce letters, symbols, and numbers from models in context
 - I can copy icons of familiar environmental print
 - I can draw objects from models and label with letters
 - I can provide information using graphic organizers
 - I can generate lists of words/ phrases from banks or walls
 - I can complete modeled sentence starters (e.g., “I like ____.”)
 - I can describe people, places, or objects from illustrated examples and models
 - I can make lists from labels or with peers
 - I can complete/produce sentences from word/ phrase banks or walls
 - I can fill in graphic organizers, charts, and tables
 - I can make comparisons using real-life or visually supported materials

WIDA Access Considerations

- Introducing student-friendly rubrics
- Use of sequence words in speaking and writing
- Beginning use of conjunctions (and, but, because)

Additional Notes

- ESOL 2 vocabulary and structures are suggestions, building upon what students may know from ESOL 1 curriculum. Vocabulary and structure from ESOL 1 may need to be reviewed or explicitly taught, depending on a student's prior knowledge and experience. Also, teachers may need to extend the suggestions offered in this curriculum map based on a student’s vocabulary and prior knowledge/experiences. Extensions can involve adding vocabulary, providing more opportunities for reading and writing, removing scaffolds such as sentence frames and word banks, and allowing students choice in demonstrating their language skills.