

Course Name(s): English as a Second Language: Grades 1-2

Prerequisite: Placement is based on the district's screening process for ELLs

Course Code #: E9ESL

Level: n/a

Year: 5X

Credits: n/a

Course and Program Description: In first and second grade ESL, students will work through four units of instruction that will help them to build the social and academic language needed to be successful as an elementary student. Students will develop English phonemic awareness, basic literacy skills, and make content connections. Students will develop an awareness of their peers' backgrounds in order to develop empathy for others within the environment of an American school system. Students will meet once a day in a small group setting. They will work individually and with peers to develop social and academic English.

Course Proficiencies: Students who successfully complete this course will have developed the ability to communicate at an increased level of proficiency according to the four domains suggested by WIDA: listening, speaking, reading, and writing. The course proficiencies are organized according by language domain and English Language Proficiency (ELP) level. Grade 1 and 2 ESL students will receive instruction and be assessed according to his/her ELP. Students will be able to demonstrate their proficiency within each domain according to the skills detailed in the chart below entitled, "Grade 1-2 Proficiencies."

In addition to targeting the proficiencies for each ELP, students will also be expected to demonstrate their proficiency with the five WIDA English Language Development (ELD) Standards. These standards focus on the social, instructional and academic language needed in order to engage with their peers, teachers, and content across the curriculum. The five WIDA English Language Development Standards are:

ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting.
ELD Standard 2	English language learners communication information, ideas and concepts necessary for academic success in the content area of Language Arts .
ELD Standard 3	English language learners communication information, ideas and concepts necessary for academic success in the content area of Mathematics .
ELD Standard 4	English language learners communication information, ideas and concepts necessary for academic success in the content area of Science .
ELD Standard 5	English language learners communication information, ideas and concepts necessary for academic success in the content area of Social Studies .

Grades 1-2 Proficiencies

Across the English Language Development Standards, students will develop the ability to:

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
L I S T E N I N G	<p>Follow modeled, one-step oral directions (e.g., “Find a pencil.”)</p> <p>Identify pictures of everyday objects as stated orally (e.g., in books)</p> <p>Point to real-life objects reflective of content-related vocabulary or oral statements</p> <p>Mimic gestures or movement associated with statements (e.g., “This is my left hand.”)</p>	<p>Match oral reading of stories to illustrations</p> <p>Carry out two- to three-step oral commands (e.g., “Take out your science book. Now turn to page 25.”)</p> <p>Sequence a series of oral statements using real objects or pictures</p> <p>Locate objects described orally</p>	<p>Follow modeled multi-step oral directions</p> <p>Sequence pictures of stories read aloud (e.g., beginning, middle, and end)</p> <p>Match people with jobs or objects with functions based on oral descriptions</p> <p>Classify objects according to descriptive oral statements</p>	<p>Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information</p> <p>Find details in illustrated, narrative, or expository text read aloud</p> <p>Identify illustrated activities from oral descriptions</p> <p>Locate objects, figures, places based on visuals and detailed oral descriptions</p>	<p>Use context clues to gain meaning from grade-level text read orally</p> <p>Apply ideas from oral discussions to new situations</p> <p>Interpret information from oral reading of narrative or expository text</p> <p>Identify ideas/concepts expressed with grade-level content-specific language</p>	L e v e l 6 - R e a c h i n g
S P E A K I N G	<p>Repeat simple words, phrases, and memorized chunks of language</p> <p>Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase and name everyday objects</p> <p>Participate in whole group chants and songs</p>	<p>Use first language to fill in gaps in oral English (code switch)</p> <p>Repeat facts or statements</p> <p>Describe what people do from action pictures (e.g., jobs of community words)</p> <p>Compare real-life objects (e.g., “smaller,” “biggest”)</p>	<p>Ask questions of a social nature</p> <p>Express feelings (e.g., “I’m happy because...”)</p> <p>Retell simple stories from picture cues</p> <p>Sort and explain grouping of objects (e.g., sink v. float)</p> <p>Make predictions or hypotheses</p> <p>Distinguish features of content-based phenomena (e.g., caterpillar, butterfly)</p>	<p>Ask questions for social and academic purposes</p> <p>Participate in class discussions on familiar social and academic topics</p> <p>Retell stories with details</p> <p>Sequence stories with transitions</p>	<p>Use academic vocabulary in class discussions</p> <p>Express and support ideas with examples</p> <p>Give oral presentations on content-based topics approaching grade level</p> <p>Initiate conversation with peers and teachers</p>	

<p>R E A D I N G</p>	<p>Identify symbols, icons, and environmental print</p> <p>Connect print to visuals</p> <p>Match real-life familiar objects to labels</p> <p>Follow directions using diagrams or pictures</p>	<p>Search for pictures associated with word patterns</p> <p>Identify and interpret pre-taught labeled diagrams</p> <p>Match voice to print by pointing to icons, letters, or illustrated words</p> <p>Sort words into word families</p>	<p>Make text-to-self connections with prompting</p> <p>Select titles to match a series of pictures</p> <p>Sort illustrated content words into categories</p> <p>Match phrases and sentences to pictures</p>	<p>Put words in order to form sentences</p> <p>Identify basic elements of fictional stories (e.g., title, setting, characters)</p> <p>Follow sentence-level directions</p> <p>Distinguish between general and specific language (e.g., flower v. rose) in context</p>	<p>Begin using features of non-fiction text to aid comprehension</p> <p>Use learning strategies (e.g., context clues)</p> <p>Identify main ideas</p> <p>Match figurative language to illustrations (e.g., “as big as a house”)</p>	
<p>W R I T I N G</p>	<p>Copy written language</p> <p>Use first language (L1, when L1 is a medium of instruction) to help form words in English</p> <p>Communicate through drawings</p> <p>Label familiar objects or pictures</p>	<p>Provide information using graphic organizers</p> <p>Generate lists of words/phrases from banks or walls</p> <p>Complete modeled sentence starters (e.g., “I like...”)</p> <p>Describe people, places, or objects from illustrated examples and models</p>	<p>Engage in prewriting strategies (e.g., use of graphic organizers)</p> <p>Form simple sentences using word/phrase banks</p> <p>Participate in interactive journal writing</p> <p>Give content-based information using visuals or graphics</p>	<p>Produce original sentences</p> <p>Create messages for social purposes (e.g., get well cards)</p> <p>Compose journal entries about personal experiences</p> <p>Use classroom resources (e.g., picture dictionaries) to compose sentences</p>	<p>Create a related series of sentences in response to prompts</p> <p>Produce content-related sentences</p> <p>Compose stories</p> <p>Explain processes or procedures using connected sentences</p>	

Alignment to New Jersey Student Learning Standards: In addition to targeting the English Language Development standards and the “Can-do” statements for each appropriate proficiency level, this course will also target the Grade 1 and 2 New Jersey Student Learning Standards for English Language Arts, Mathematics, Social Studies and Science. Listening, speaking, reading and writing will continue to be reinforced and assessed throughout the content standards all while keeping in the mind the WIDA ELDs and individual student proficiency level.

The Grade 1-2 ESL program will also aim to meet the following NJSLs for Educational Technology 8.1 and NJSLs for 21st Century Life and Careers:

Educational Technology (NSLS 8):

8.1.2.A.2 Create a document using a word processing application.

8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.

8.2.2.E.1 List and demonstrate the steps to an everyday task.

21st Century Life and Careers (NJSLS 9):

9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

NJ Career Readiness Practices:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

Evaluative Criteria: Teachers utilize student observation checklists, formative assessments, daily participation in regards to independent, paired and/or collaborative group tasks, interpretive, interpersonal and presentational tasks and assessments, projects, integrated performance assessments, student self-assessments and peer assessments to evaluate the progress and/or achievement of the above stated proficiencies. Students in the ESL program will participate in the ACCESS for ELLs 2.0 annually until they meet the requirements to exit the ESL program.