ESL I

English as a Second Language I Curriculum

ESL Curriculum alignment with
NJ English Language Proficiency Standards
(Incorporating NJCCCS and WIDA Standards)

Revised November, 2011

The ESL program at PCTI is designed to assist students whose first language is not English to acquire proficiency in the English language. Students receive developmentally appropriate instruction in the areas of listening, speaking, reading and writing. Students receive one class period per day of English language instruction in a sheltered classroom plus in class support in history and science. The in class support is provided by a certified ESL teacher in conjunction with the classroom teacher.

Students are assigned to ESL classes according to grade level. Need for ESL services is determined based on IPT and ACCESS test scores, other standardized test scores, prior ESL inclusion, and teacher recommendation.

The ESL curriculum is aligned with the NJCCCS and WIDA standards.

Ninth grade ESL
Revised November, 2011

I. Course description

Ninth grade ESL is designed as an introductory course to increase students' ability to master English language skills. Students work on increasing vocabulary skills as well as improving reading comprehension and basic writing skills. Emphasis is made on acquiring skills necessary to function in an English speaking environment and succeed academically.

II. Course outline

A. Vocabulary (RL 9-10.4-6)
  1. Memorize common academic vocabulary as well as vocabulary necessary for science and history
  2. Use context clues to determine meaning
  3. Understand use of common synonyms and antonyms
  4. Understand common idioms

B. Literature (RL 9-10. 1-7, 9-10 and RI 9-10. 1-10)
  1. Comprehension of short passages
  2. Introduction to short story-comprehension/structure
  3. Understanding and comprehension of prose, poetry and non-fiction

C. Writing (W 9-10.1-10)
  1. Sentence structure
  2. Pre-writing skills
   a. brain storming
   b. organization
  3. Paragraph
   a. topic sentence

b. body
c. concluding sentence
4. Revising
  a. peer and teacher review
  b. personal assessment
5. Research
  a. use of library
  b. gathering of information
  c. outline
  d. write, edit and revise

D. Grammar (L 9-10, 1-3)
 1. Mechanics
 2. Parts of speech
 3. Verb tenses
 4. Modifiers

E. Research (RI 9-10.1-10 and W 9-10.1-10)
 1. Use of library to gather information
 2. prepare outline and notes
 3. write and revise paper
 4. document sources

F. Communication (SL 9-10.1-6)
 1. Critical listening
 2. Ability to answer questions orally
 3. Ability to participate in group discussions

III.   Methods of Student Evaluation

During each marking period in the ninth grade, a combination of the following methods will be used to evaluate each student's performance:

- Class participation
- Writing assignments
- Homework and class assignments
- Quizzes
- Tests
- Reports/projects
- Research paper

Use of technology

Technology has become increasingly important in our modern world. As a result, as part of a thorough education, PCTI will be using a variety of technological programs. Some of the most common programs that ESL students will use are:

- Blackboard
- Smartboard
- Microsoft Word
- Powerpoint
- Online Library Catalog

IV.   Textbooks and Materials

Spotlight on Literature, books 3-4 (Burton Goodman, 1988)

Vocabulit, book H (Perfection Learning, 2002)

Grammar for Writing-blue level (Sadlier-Oxford, 2007)

Miracle Worker by William Gibson(1956)

The Pearl by John Steinbeck (1947)

Write in Style- A Guide for the Short Term Paper by Edward P. Von der Porten

Reason to Write(Oxford University Press, 2003)

Read and Reflect Book 1 (Oxford University Press, 2004)

Supplemental workbooks in grammar, reading and writing

V. Scope and Sequence Chart
Grade 9

Skill To Be Learned	I = Introduced D = Developed in Depth R = Reinforced
Parts of speech-identify and use correctly	I, D
Verb tenses-conjugate and use correctly	I,D
Write complete sentences	I,D
Learn common idioms	I,D
Use correct capitalization, basic punctuation	I,D
Paragraph –topic sentence, body, concluding sentence	I,D
Expand knowledge of vocabulary	I,D
Dictionary-choose correct meaning in context	I,D
Reading-improve speed/comprehension	I,D
Recognize elements of a short story	I,D
Be able to summarize selections	I,D
Respond to questions orally	D
Participate in group discussions	D
Follow directions given orally	D
Recall information acquired from listening	D
Be able to use library resources to gather information	I,D
Write a simple research paper	I,D
Document research paper correctly	I,D

Grade 9 ESL Student Handout

The ESL program at PCTI is designed to assist students whose first language is not English to acquire proficiency in the English language. Students receive developmentally appropriate instruction in the areas of listening, speaking, reading and writing. Students receive one class period per day of English language instruction in a sheltered classroom plus in class support in history and science. The in class support is provided by a certified ESL teacher in conjunction with the classroom teacher.

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Ninth grade ESL

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Proficiencies

Student will:

1. Learn eight parts of speech and use correctly in speech and writing
2. Learn major verb tenses and be able to use correctly in speech and writing
3. Write in complete sentences
4. Learn common American idioms
5. Use correct punctuation and capitalization
6. Be able to write a paragraph containing a topic sentence, body, and concluding sentence
7. Increase knowledge of academic vocabulary
8. Be able to use a dictionary to choose the correct meaning of a word in context
9. Improve reading speed, comprehension
10. Be able to recognize the elements of a short story/novel
11. Understand the difference between prose, poetry and non-fiction
12. Be able to summarize selections
13. Respond to questions orally
14. Participate in group discussions
15. Follow directions given orally
16. Recall information acquired from listening
17. Be able to use library resources to gather information
18. Write a basic research paper
19. Use documentation to cite sources

WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Listening

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
• Point to or show basic parts, components, features, characteristics, and properties of objects, organisms, or persons named orally • Match everyday oral information to pictures, diagrams, or photographs • Group visuals by common traits named orally (e.g., "These are polygons.") • Identify resources, places, products, figures from oral statements, and visuals	• 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	• Evaluate information in social and academic conversations • Distinguish main ideas from supporting points in oral, content-related discourse • Use learning strategies described orally • Categorize content-based examples described orally	• Distinguish between multiple meanings of oral words or phrases in social and academic contexts • Analyze content-related tasks or assignments based on oral discourse • Categorize examples of genres read aloud • Compare traits based on visuals and oral descriptions using specific and some technical language	• Interpret cause and effect scenarios from oral discourse • Make inferences from oral discourse containing satire, sarcasm, or humor • Identify and react to subtle differences in speech and register (e.g., hyperbole, satire, comedy) • Evaluate intent of speech and act accordingly

WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Speaking

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
• Answer yes/no or choice questions within context of lessons or personal experiences • Provide identifying information about self • Name everyday objects and pre-taught vocabulary • Repeat words, short phrases, memorized chunks of language	• Describe persons, places, events, or objects • Ask WH-questions to clarify meaning • Give features of contentbased material (e.g., time periods) • Characterize issues, situations, regions shown in illustrations	• Suggest ways to resolve issues or pose solutions • Compare/contrast features, traits, characteristics using general and some specific language • Sequence processes, cycles, procedures, or events • Conduct interviews or gather information through oral interaction • Estimate, make predictions or pose hypotheses from models	• Take a stance and use evidence to defend it • Explain content-related issues and concepts • Compare and contrast points of view • Analyze and share pros and cons of choices • Use and respond to gossip, slang, and idiomatic expressions • Use speaking strategies (e.g., circumlocution)	• Give multimedia oral presentations on grade-level material • Engage in debates on content-related issues using technical language • Explain metacognitive strategies for solving problems (e.g., "Tell me how you know it.") • Negotiate meaning in pairs or group discussions

WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Reading

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
• Match visual representations to words/phrases • Read everyday signs, symbols, schedules, and school-related words/phrases • Respond to WH-questions related to illustrated text • Use references (e.g., picture dictionaries, bilingual glossaries, technology)	• 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	• Apply multiple meanings of words/phrases to social and academic contexts • Identify topic sentences or main ideas and details in paragraphs • Answer questions about explicit information in texts • Differentiate between fact and opinion in text • Order paragraphs or sequence information within paragraphs	•Compare/contrast authors' points of view, characters, information, or events • Interpret visually- or graphically-supported information • Infer meaning from text • Match cause to effect • Evaluate usefulness of data or information supported visually or graphically	• Interpret grade-level literature • Synthesize grade-level expository text • Draw conclusions from different sources of informational text • Infer significance of data or information in grade-level material • Identify evidence of bias and credibility of source

WIDA CAN DO Descriptors: Grade Level Cluster 9-12
Writing

Entering 1	Beginning 2	Developing 3	Expanding 4	Bridging 5
• Label content-related diagrams, pictures from word/phrase banks • Provide personal information on forms read orally • Produce short answer responses to oral questions with visual support • Supply missing words in short sentences	• 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)	• Complete reports from templates • Compose short narrative and expository pieces • Outline ideas and details using graphic organizers • Compare and reflect on performance against criteria (e.g., rubrics)	• Summarize content-related notes from lectures or text • Revise work based on narrative or oral feedback • Compose narrative and expository text for a variety of purposes • Justify or defend ideas and opinions • Produce content-related reports	• Produce research reports from multiple sources • Create original pieces that represent the use of a variety of genres and discourses • Critique, peer-edit and make recommendations on others' writing from rubrics • Explain, with details, phenomena, processes, procedures