

Grades K-8

English as A Second Language [ESL] CPS Curriculum Overview

(1) Overview of Goals/Broad Categories- K-8 Part A/Part B

Goal 1: To use English to communicate in social settings.

Standard 1: Students will use English to participate in social interactions

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.

Standard 3: Students will interact in, through, and with spoken and written English for personal expression and enjoyment

Goal 2: To use English to achieve academically in all content areas:

Standard 1: Students will use English to interact in the classroom

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written English

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.

Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting

Standard 3: Students will use appropriate learning strategies to extend their communicative competence.

***Based on Teachers of Speakers of a Second Language (TESOL) National Standard (K-3, Grades 4-8)**

(2) General Application Statements – K-8

Performance Standards:

Goal 1; Standard 1

Goal 1: To Use English to communicate in social settings.

Standard 1: Students will use English to participate in social interactions by:

- Sharing and requesting information
- Expressing needs, feelings, and ideas
- Using nonverbal communication in social interactions
- Getting personal needs met
- Engaging in conversations
- Conducting transactions

Goal 1; Standard 2

Goal 1: To Use English to communicate in social settings.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment by:

- Describing, reading about or participating in a favorite activity
- Sharing social and cultural traditions and values
- Expressing personal needs, feelings, and ideas,
- Participating in popular culture

Goal 1; Standard 3

Goal 1: To Use English to communicate in social settings.

Standard 3: Students will interact in, through, and with spoken and written English for personal expression and enjoyment by:

- Testing hypotheses about language
- Listening to and imitating how others use English
- Exploring alternative ways of saying things
- Focusing attention selectively

(2) General Application Statements – K-8 Continued

- Seeking support and feedback from others
- Comparing nonverbal and verbal cues
- Self-monitoring and self-evaluating language development
- Using the primary language to ask for clarification
- Learning and using language “chunks”
- Selecting different media to help understand language
- Practicing new language
- Using context to construct meaning

Goal 2, Standard 1

Goal 2: To use English to achieve academically in all content areas:

Standard 1: Students will use English to interact in the classroom by:

- Following oral and written directions, implicit and explicit
- Requesting and providing clarification
- Participating in full class, group, and pair discussions
- Asking and answering questions
- Requesting information and assistance
- Negotiating and managing interactions to accomplish tasks
- Explaining actions
- Elaborating and extending other people’s ideas and words
- Expressing likes, dislikes, and needs

Goal 2; Standard 2

Goal 2: To use English to achieve academically in all content areas:

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken & written form by:

- Comparing and contrasting information
- Persuading, arguing, negotiating, evaluating, and justifying
- Listening to speaking, reading, and writing about subject matter information

(2) General Application Statements – K-8 Continued

- Gathering information orally and in writing
- Retelling information
- Selecting, connecting, and explaining information
- Analyzing, synthesizing, and inferring from information
- Responding to the work of others and others
- Representing information visually and interpreting information presented visually
- Hypothesizing and predicting
- Formulating and asking questions
- Understanding and producing technical vocabulary and text features according to content area
- Demonstrating knowledge through application in a variety of contexts

Goal 2; Standard 3

Goal 2: To use English to achieve academically in all content areas:

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge by:

- Focusing attentions selectively
- Applying basic reading comprehension skills such as skimming, scanning, previewing, and reviewing text
- Using context to construct meaning
- Taking notes to record important information and aid one's own learning
- Applying self-monitoring and self-corrective strategies to build and expand a knowledge base
- Determining and establishing the conditions which help one become an effective learner
- Planning how and when to use cognitive strategies and applying them appropriately to a learning task
- Actively connecting new information to information previously learned
- Evaluating one's own success in a completed learning task
- Recognizing the need for and seeking assistance appropriately from others
- Imitating the behaviors of native English speakers to complete tasks successfully
- Knowing when to use native language resources to promote understanding

(2) General Application Statements – K-8 Continued

Goal 3; Standard 1

Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting by:

- Using the appropriate degree of formality with different audiences and settings
- Recognizing and using standard English and vernacular dialects appropriately
- Using a variety of writing styles appropriate for different audiences, purposes, and settings
- Responding to and using slang appropriately
- Responding to and using idioms appropriately
- Responding to and using humor appropriately
- Determining when it is appropriate to use a language other than English
- Determining appropriate topics for interaction

Goal 3; Standard 2

Goal 3: To use English in socially and culturally appropriate ways

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting by:

- Interpreting and responding appropriately to nonverbal cues and body language
- Demonstrating knowledge of acceptable nonverbal classroom behaviors
- Using acceptable tone, volume, stress, and intonation, in various social settings
- Recognizing and adjusting behavior in response to nonverbal cues

Goal 3; Standard 3

Goal 3: To use English in socially and culturally appropriate ways

Standard 3: Students will use appropriate learning strategies to extend their communicative competence by:

- Observing and modeling how others speak and behave in a particular situation or setting
- Experimenting with variations of language in social and academic settings
- Seeking information about appropriate language use and behavior
- Self-monitoring and self-evaluating language use according to setting and audience
- Analyzing the social context to determine appropriate language use
- Rehearsing variations for language in different social and academic settings
- Deciding when use of slang is appropriate

(3) Learning Expectation Statements – K-3

Goal 1; Standard 1

Goal 1: To Use English to communicate in social settings.

Standard 1: Students will use English to participate in social interactions and be able to:

- Engage listener's attention verbally or nonverbally
- Volunteer information and respond to questions about self and family
- Elicit information and ask clarifications questions
- Clarify and restate information as needed
- Describe feeling and emotions after watching a movie
- Indicate interest, opinions, or preferences related to class projects
- Give and ask for permission
- Offer and respond to greetings, compliments, invitations, introductions, and farewells
- Negotiate solutions to problems, interpersonal misunderstandings, and disputes
- Read and write invitations and thank you letters
- Use the telephone

Goal 1; Standard 2

Goal 1: To Use English to communicate in social settings.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment and will be able to:

- Describe favorite storybook characters
- Recommend a game, book, or computer program
- Listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
- Recount events of interest
- Ask information questions for personal reasons
- Make requests for persona reasons
- Express enjoyment while playing a game
- Talk about a favorite food or a celebrations
- Express humor through verbal and non-verbal means

(3) Learning Expectation Statements – K-3 Continued

Goal 1; Standard 3

Goal 1: To Use English to communicate in social settings.

Standard 3: Students will interact in, through, and with spoken and written English for personal expression and enjoyment and will be able to:

- Test appropriate use of new vocabulary, phrases, and structures
- Ask someone the meaning of a word
- Understand verbal directions by comparing them with nonverbal cues
- Tell someone in the native language that a direction given in English was not understood
- Recite poems or songs aloud or to oneself
- Imitate a classmate's response to a teacher's question or directions
- Associate realia or diagrams with written labels to learn vocabulary or construct meaning
- Practice recently learned language by teaching a peer

Goal 2; Standard 1

Goal 2: To use English to achieve academically in all content areas:

Standard 1: Students will use English to interact in the classroom and will be able to:

- Ask a teacher to restate or simplify directions
- Join in a group response at the appropriate time
- Listen to and incorporate a peer's feedback regarding classroom behavior
- Greet a teacher when entering class
- Distribute and collect classroom materials
- Share classroom materials and work successfully with a partner
- Ask for assistance with a task

(3) Learning Expectation Statements – K-3 Continued

Goal 2; Standard 2

Goal 2: To use English to achieve academically in all content areas:

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form and will be able to:

- Identify and associate written symbols with words
- Define, compare, and classify objects
- Explain change
- Record observations
- Construct a chart or other graphic showing data
- Read a story and present the sequence of events
- Locate reference material
- Generate and ask questions of outside experts
- Gather and organize the appropriate materials needed to complete a task
- Edit and revise won written assignments
- Use contextual clues
- Consult print and nonprint resources in the native language when needed

Goal 2; Standard 3

Goal 2: To use English to achieve academically in all content areas:

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge and will be able to:

- Use verbal and nonverbal cues to know when to pay attention
- Make pictures to check comprehension of a story or process
- Scan an entry in a book to locate information for an assignment
- Select materials from school resource collections to complete a project
- Rehearse and visualize information
- Take risks with language
- Rephrase, explain, revise, and expand oral or written information to check comprehension
- Seek more knowledgeable others with whom to consult to advance understanding
- Seek out print and nonprint resources in the native language when needed

(3) Learning Expectation Statements – K-3 Continued

Goal 3; Standard 1

Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting and will be able to :

- Express humor through verbal and non-verbal means
- Interact with an adults in a formal and informal setting
- Role play a telephone conversations with an adult
- Make polite request
- Use English and native languages appropriately in a multilingual social situation
- Write a letter or e-mail message to an adult or a peer using appropriate language forms
- Demonstrate an understanding of ways to give and receive compliments, show gratitude, apologize, express anger or impatience
- Greet and take leave appropriately in a variety of setting

Goal 3; Standard 2

Goal 3: To use English in socially and culturally appropriate ways

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting and will be able to:

- Respond appropriately to a teacher's gesture
- Obtain a teacher's attention in an appropriate manner
- Use appropriate volume of voice in different settings such as the library, hall, gymnasium, supermarket, and movie theater

Goal 3; Standard 3

Goal 3: To use English in socially and culturally appropriate ways

Standard 3: Students will use appropriate learning strategies to extend their communicative competence and will be able to:

- Observe language use and behaviors o peers in different setting
- Rehearse different ways of speaking according to the formality of the setting
- Test appropriate use of newly acquired gestures and language

(3) Resources

Addison Wesley: Amazing English ESL Program

Addison Wesley: TLC Kindergarten ESL Program

Heinle and Heinle: The Newcomer Grammar in Action Program

(3) Learning Expectation Statements – 4-8

Goal 1; Standard 1

Goal 1: To Use English to communicate in social settings.

Standard 1: Students will use English to participate in social interactions and be able to:

- Ask peers for their opinions, preferences, and desires
- Correspond with pen pals, English speaking acquaintances, and friends
- Write personal essays
- Make plans for social engagements
- Shop in a supermarket
- Engage listener's attention verbally or nonverbally
- Volunteer information and respond to questions about self and family
- Elicit information
- Clarify and restate information as needed
- Describe feelings and emotions after watching a movie
- Indicate interests, opinions, or preferences related to class projects
- Give and ask for permission
- Offer and respond to greetings, compliments, invitations, introductions, and farewells
- Negotiate solutions to problems, interpersonal misunderstandings, and disputes
- Read and write invitations and thank you letters
- Use the telephone

Goal 1; Standard 2

Goal 1: To Use English to communicate in social settings.

Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment by:

- Recommend a film or videotape to a friend
- Write in a diary or personal journal
- Describe, read, or write about a personal hero
- Persuade peers to join in a favorite activity, game or hobby
- Discuss issues of personal importance or value

(3) Learning Expectation Statements – 4-8 Continued

- Locate information for leisure activities
- Write a poem, short story, play, or song
- Describe favorite storybook characters
- Recommend a game, book, or computer program
- Listen to, read, watch, and respond to plays, films, stories, books, songs, poems, computer programs, and magazines
- Recount events of interest

Goal 1; Standard 3

Goal 1: To Use English to communicate in social settings.

Standard 3: Students will interact in, through, and with spoken and written English for personal expression and enjoyment by:

- Use a dictionary to validate choice of language
- Ask a classmate whether a particular word or phrase is correct
- Use a computer spell checker to verify spelling
- Use written sources to discover or check information
- Keep individual notes for language learning
- Test appropriate use of new vocabulary, phrases, and structures
- Ask someone the meaning of a word
- Understand verbal directions by comparing them with nonverbal cues
- Recite poems or songs aloud
- Imitate a classmate's response to a teacher's questions or directions
- Associate realia or diagrams with written labels to learn vocabulary or construct meaning
- Practice recently learned language by teaching a peer

Goal 2, Standard 1

Goal 2: To use English to achieve academically in all content areas:

Standard 1: Students will use English to interact in the classroom by:

- Request supplies to complete a project
- Use polite forms to negotiate and reach consensus

(3) Learning Expectation Statements – 4-8 Continued

- Follow directions to form groups
- Negotiate cooperative roles and task assignments
- Take turns when speaking in a group
- Modify a statement made by a peer
- Paraphrase a teacher's directions orally and in writing
- Explain the reason for being late to a teacher
- Ask a teacher to restate or simplify directions
- Join in a group response at the appropriate time
- Listen to and incorporate a peer's feedback regarding behavior
- Greet a teacher when entering class
- Distribute and collect classroom materials
- Ask for assistance with a task

Goal 2; Standard 2

Goal 2: To use English to achieve academically in all content areas:

Standard 2: Students will use English to obtain, process, construct, and provide subject matter information in spoken and written form and will be able to:

- Takes notes as teacher presents information in order to summarize key concepts
- Synthesize, analyze, and evaluate information
- Write a summary of a book, article, movie, or lecture
- Locate information appropriate to an assignment in text or reference materials
- Research information on academic topics from multiple sources
- Take a position and support it orally or in writing
- Construct a chart synthesizing information
- Identify and associate written symbols with works
- Define, compare, and classify objects
- Explain change
- Record observations

(3) Learning Expectation Statements – 4-8 Continued

Goal 2; Standard 3

Goal 2: To use English to achieve academically in all content areas:

Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge and will be able to:

- Scan several resources to determine the appropriateness to the topic of study
- Skim chapter headings and bold print to determine the key points of a text
- Take notes to summarize the main points provided in source material
- Verbalize relationships between new information and information previously learned in another setting
- Use verbal and nonverbal cues to know when to pay attention
- Make pictures to check comprehension of a story or process
- Scan an entry in a book to locate information for an assignment
- Select materials from school resource collections to complete a project
- Rehearse and visualize information
- Take risks with language
- Rephrase, explain, revise, and expand oral or written information to check comprehension
- Seek more knowledgeable others with whom to consult to advance understanding

Goal 3; Standard 1

Goal 3: To use English in socially and culturally appropriate ways

Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting and will be able to:

- Advise peers appropriate language use
- Prepare and deliver a short persuasive presentation to different audiences
- Write a dialogue incorporating idioms or slang
- Write business and personal letters
- Create a commercial using an appropriate language style for the product
- Create a cartoon or comic book
- Initiate and carry on appropriate small talk
- Use idiomatic speech correctly

(3) Learning Expectation Statements – 4-8 Continued

- Express humor through verbal and non-verbal means
- Interact with an adult in a formal and informal setting
- Make polite requests
- Write a letter or e-mail an adult or a peer using appropriate language forms

Goal 3; Standard 2

Goal 3: To use English in socially and culturally appropriate ways

Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting and will be able to:

- Determine the appropriate distance to maintain while standing near someone depending on the situation
- Maintain appropriate level of eye contact with audience while giving an oral presentation
- Demonstrate in a oral play two aspects of body language common to none's own culture
- Analyze nonverbal behavior
- Describe intent by focusing on a person's nonverbal behavior
- Add gestures to correspond to a dialogue in a play
- Respond appropriately to a teacher's gesture
- Obtain a teacher's attention in an appropriate manner

Goal 3; Standard 3

Goal 3: To use English in socially and culturally appropriate ways

Standard 3: Students will use appropriate learning strategies to extend their communicative competence and will be able to:

- Model behavior and language use of others in different situations and settings
- Rephrase an utterance when it results in cultural misunderstanding
- Evaluate behaviors in different situations
- Observe language use and behaviors of peers in different settings
- Rehearse different ways of speaking according to the formality of the setting
- Test appropriate use of newly acquired gestures and language

(4) Resources:

Heinle and Heinle: The New Grammar in Action Program (Newcomer-Level 4)

Heinle and Heinle: Voices in Literature (Gold, Silver, Bronze Levels)

Addison Wesley: Amazing English (Levels 1-5)

Pearson Education: New Vistas (Level 1-4)