

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Beginner

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
September	<p>The students will: Become familiar with the school environment, norms, and culture.</p> <p>Become aware of school activities, schedules, and customs.</p> <p>Participate orally using basic English on culture and personal topics.</p> <p>Introduce themselves and become familiar with their peers.</p> <p>Identify labels and signs in the school environment.</p>	L	Demonstrate comprehension of simple one-step oral directions.	<p><u>-Basic Grammar Workbook Text</u> Complete worksheets -Teacher Review -Practice writing the alphabet/complete vowel and consonant reading and writing with 85% accuracy -Use 3x5 cards and speed read the same Use phonics with the vowels and consonants -Complete worksheets on all of the above.</p>	<p>ELA: Communicate Consonant vowel</p> <p><u>Key Vocabulary</u> Words Letters Silent Confusion Understand introduce Speech Fall season</p>
		S	Demonstrate comprehension of everyday expressions used in interpersonal interactions and express confusion.		
		R	Demonstrate how to handle a book-location of subject matter (Index) and page location		
		W	Use letters to make words.		
October	<p>The students will: Use English for personal, social, and academic purposes. Become familiar with classroom/school rules and norms. Review orally fall customs. Introduce peers and self. Make simple oral requests using English. Learn to express lack of understanding.</p>	L	Demonstrate comprehension of everyday words and phrases, using pictures, actions, and/or objects.	<p>-Workbook sheets: Short vowels Long vowels Silent consonants -Two/three letter blends -Formation of compound words -Teacher review -Listening Assessment</p>	<p>ELA: Phonics Sentence Paragraph Dictionary Grammar Compound syllables</p>
		S	Demonstrate verbally words used in social settings to everyday topics.		
		R	Read previously learned words with personal meanings that have been presented as images, objects, and/or printed text.		
		W	Write words that have personal meaning.		

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Beginner

Month	Student Profiles/Learning Goals	Student Learning Outcomes		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
		L = Listening R = Reading S = Speaking W = Writing			
November	The students will: compare and contrast cultural experiences and perspectives.	L	Demonstrate comprehension of words, phrases, and sentences used in social interactions related to everyday topics.	-Student completed grammar worksheets with 85% accuracy -Student will write sentences on personal and/or cultural experiences using basic parts of speech with 85% accuracy -Students will illustrate three of these sentences and share with class - Listening Assessment	ELA: Antonyms Synonyms Homonyms Singular Plural Unusual Verb Sentences Adjective Adverb <u>Key Vocabulary:</u> School Culture imagine
	Ask and answer questions (simple to complex) with repetition if needed.	S	Describe people, places, and things using some detail.		
	Recognize different forms of literature	R	Apply knowledge of basic parts of speech (nouns, verbs, adjectives, adverbs) in sentence structures to completed text.		
	Express imagination and creativity through storytelling and activities	W	Draw pictures and use words to give others information.		
	Review school rules and protocol.				
	Become familiar with the Thanksgiving holiday and customs.				
December	The students will: listen to songs and identify new vocabulary.	L	Identify the characters and setting of a story that is heard.	Teacher assessment of workbook activities related to <i>Listen Now</i> in <u>Avenues E</u> Listening Assessment	Social Studies: Chief Village Signal Tribe <u>Key Vocabulary</u> Beginning
	become familiar with winter customs (Christmas holiday)	S	Ask and answer concrete questions about familiar content.		
	learn school protocol for winter	R	Identify the beginning, middle, and end of a story.		

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Beginner

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
	months(activities) learn how to express “feelings” and emotional expression. learn intonation and how used in reading effectiveness.	W	Diagram and label information to be conveyed in a writing task.		Middle end
January	The students will: become familiar with New Year and the celebration. express personal interest using phrases and sentences. employ essential vocabulary working toward grade-level content learning	L	Demonstrate comprehension of a simple story/poem that is heard using prior knowledge and information.	Worksheets that describe people completed with 85% accuracy. Revised drafts of personal letters will be error free.	ELA: Tense Punctuation Letter Salutation Closing <u>Key Vocabulary:</u> Celebration New Year Tradition Custom home
S	Express personal and school related information using grammatically correct sentences.	Vocabulary quizzes completed with 85% accuracy			
R	Read previously learned words from grade level content.	Read “Homes” in <u>Avenues E</u> and complete corresponding exercises with 85% accuracy			
W	Write a letter with ideas in an order that makes sense.	Listening Assessment			
February	The students will: learn how to use technology and word processing in written projects that continue to develop paragraphs	L	Demonstrate comprehension of oral questions that include visual clues.	Read first part of “Twister” in <u>Avenues E</u>	ELA: Fiction Nonfiction
S	Ask and respond to questions to clarify information .				

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Beginner

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
		R	Read and understand previously learned essential vocabulary words.	and complete corresponding exercises with 85% accuracy Listening Assessment Paragraph connection worksheets completed with 85% accuracy Writing process is a test grade. Drafts and edited versions for a final product to be graded with a teacher generated writing rubric	Science: Computer monitor Internet Keyboard Mouse
		W	Use general and specific words and phrases about familiar objects and events.		
March	The students will analyze different forms of literature to compare and contrast.	L	Identify a main event from a story that is heard	Read the second part of “Twister” in <u>Avenues E</u> and write a summary to be graded on a teacher generated rubric. Research a weather pattern to present to class, also to be graded on a presentation rubric.	ELA: Literature Genres Summary Science: Tornado Hail Thunder lightning
		S	Restate a main event from a story that is heard.		
		R	Identify differences in characteristics among genre of literature.		
		W	Write brief summaries of information gathered through research.		

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Beginner

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
April	The students will: read a personal narrative. Create more formal written work for a media presentation. Create an advertisement for product selling. Plan and create a budget. Write letter and become a Pen Pal	L	Identify important information about academic content, using prior knowledge and/or visual cues when needed.	Teacher evaluation of advertisement and budget project. Teacher review of Pen Pal letter writing. Have students evaluate writing from their Pen Pals Read the “Lotus Seed” <u>Avenues Level E</u> And answer review question and write a summary Listening Assessment	ELA: Commercial advertisement Conjunction Sentence types Math/Consumer Sci: Product Debt Credit Budget Allowances
		S	Plan, rehearse, and orally present information on planned activities or cultural topics.		
		R	Distinguish facts from opinion in a text.		
		W	Write a story that has a beginning, middle, and an end		
May	The student will: Review seasons and do a compare and contrast project between them make graphs express opinions based upon research distinguished from facts. (both oral and written)interview others and be a	L	Predict the meaning of unknown compound words using knowledge of individual words.	Teacher evaluation of graphs Newspaper Reporter project graded with relevant rubric Listening Assessment	ELA Facts Opinion Interview Newspaper Prefix Suffix
		S	Retell the beginning, middle, and end of a story that is heard.		
		R	Apply knowledge of word context to gain meaning from the text.		

Content-Based ESL Curriculum Map

Grade Span: 5-6

Proficiency Level: Beginner

Month	Student Profiles/Learning Goals	Student Learning Outcomes L = Listening R = Reading S = Speaking W = Writing)		Planned Assessments/ Student Work Products	Content-Area and Targeted Vocabulary
	news reporter. (Report the news)	W	Employ a variety of sentence lengths in order to improve writing		<p>Math: Graph</p> <p><u>Key Vocabulary</u> Seasons Winter Spring Summer Fall autumn</p>
June	<p>The students will: Make predictions</p> <p>Begin to learn how to respond to open-ended questions</p> <p>Compose a poem.</p>	L	Plan, rehearse, and orally present information in a brief report, using visual cues.	<p>Worksheets on making predictions relating to story items assigned by teachers</p> <p>Give topics for students to write to persuade and express feelings in poetical form. Employ teacher evaluation.</p> <p>Worksheets on how to use resources to develop and create information must be completed with 85% accuracy.</p> <p>Listening Assessment</p>	<p>ELA Poem Character Speaker Setting</p> <p><u>Key Vocabulary</u> prediction</p>
S	Compare and contrast information orally.				
R	Describe setting, characters, and/or events in a text, and support opinions about them with evidence from the text.				
W	Write a short poem that contains simple sensory details.				